

## SPRING 2013 -- ENGLISH 102: Composition & Rhetoric

<b>Professor Miriam Brock</b>	<b><u>Sec.</u></b>	<b><u>Time</u></b>	<b><u>Room</u></b>
<b>Office:</b> 243 Colson Hall	40	8:30-9:45	111 CLK
<b>Office Hrs:</b> T/R 11:30-12:50	65	10:00-11:15	111 CLK
<b>Email:</b> Use eCampus email; or mbrock4@mailwvu.edu; or Miriam.Brock@fairmontstate.edu	55	1:00-2:15	123 ARM
	64	2:30-3:45	123 ARM
		(Tues./Thurs. schedule)	

**OVERVIEW:** English 102 is a rhetorical writing class that focuses on critical reading, research, and argumentation. The class is designed to help students learn writing skills that will be essential for any field of work, through sense of audience, choice of information, and logical organization of information. Students should have completed English 101, or equivalent, and already possess some experience in generating ideas, stating opinions clearly, developing and organizing essays, thinking about audience and the "so what?", and controlling writing style and mechanics.

**COURSE GOALS/OUTCOMES:** Students completing English 102 should be able to understand writing as a process; argue effectively and persuasively in a variety of contexts; explore and evaluate ideas; integrate research effectively; and know the rules of genre conventions, editing, and source documentation. In the course of the semester, they will learn to think critically; to write a persuasive essay that assesses and synthesizes material from a variety of sources, including their own opinions; to assess their own and others' writing; to demonstrate an authoritative understanding gained from research that will aid them in writing at an academic level and in future real-life situations. This means learning to develop and support a thesis with sound logic and enough evidence to give it credibility; writing clearly in a style and tone appropriate for the intended audience; and handling the mechanics of quoting sources in text and constructing a works cited page using MLA documentation. Students also will learn to use databases to research and compile their information.

For the extended Course Goals and Policies and Procedures, refer to pages x-xv in *Joining Academic Conversations* that we reviewed the first week of classes.

**TEXTS:** English 102 Faculty. *English 102: Joining Academic Conversations*. 6th ed.

Plymouth, MI: Hayden-McNeil, 2013. (JAC)

Faigley, Lester, and Jack Selzer, eds. *Good Reasons with Contemporary Arguments*. 5th ed.

Boston: Longman, 2012. (GRCA).

Lunsford, Andrea A. *The Easy Writer*. 4th ed. Boston: Bedford/St. Martin's, 2010. (EW)

In addition, you will need to purchase a pocket folder for your portfolio papers. Directions for specific assignments may be found on the course eCampus site.

Please bring *Joining Academic Conversations* to each class the first three weeks to use for learning basic research writing skills and for some in-class activity pages. Other in-class writings will be prompts from assigned readings and daily discussions. Out-of-class informal writings are indicated on the attached calendar schedule.

**ATTENDANCE:** Following the English 102 attendance policy outlined on page xii in *Joining Academic Conversations* for a Tuesday/Thursday class, students have two allowable absences; three absences will lower your final grade by half a letter; four absences will lower the final grade one full letter; and five or more absences will result in a failing grade. This will be strictly enforced. If you miss class, please do not email me to ask what we did; find a classmate to ask or **READ AND FOLLOW YOUR SYLLABUS; IT IS SELF-EXPLANATORY.**

If you have an institutional reason for missing class, please notify me in advance and supply the appropriate verification form. If personal problems or other issues force you to miss too many classes, please drop the course. English 102 is a discussion/workshop class, which means that I do not always

lecture. You are expected to participate and be prepared with all assignments because you are often divided into groups, paired with a peer, or simply posed questions from the readings, so if you haven't read, it can create awkwardness or embarrassment on your part. Class participation is important since it is good to hear various viewpoints, which helps to give you a sense of audience. That means more than just showing up and warming a chair. You must add to the discussion and participate in group and/or individual assignments and peer critiques. If you miss an in-class writing or activity, you may not make it up.

**GRADING: MIDTERM PORTFOLIO = 35%**

Essay Analysis (3+ pages plus a Works Cited page)  
Evaluation Argument (4+ pages plus a Works Cited page)  
Midterm Reflection (1 page)

**RESEARCH PORTFOLIO = 45%**

Annotated Bibliography (5-7 pages)  
Research Proposal/abstract (1-2 pages)  
Argument Essay (7+ pages plus Works Cited page)  
Research Reflection (1 page)

**Oral Presentation of Argument Essay = 10%**

**Class Participation (Informal writing, discussions, drafts, group work) = 10%**

Directions, requirements, and grading criteria/rubrics for individual assignments and each portfolio will be posted on eCampus and discussed in class. Please print copies to bring to class. Assignment Overview basics are in *JAC* pp. xiv-xv; xviii.

**I DO NOT ACCEPT LATE or MAKEUP WORK; YOU MUST TURN ASSIGNMENTS IN ON TIME DURING CLASS OR I WILL NOT TAKE IT. You may not submit through email or place papers in my mailbox instead of attending class; papers must be printed copies submitted on the correct due date. If you do not turn in all papers, you will receive an 'F' for the course.** I suggest giving yourself plenty of printing time in case you have a "printer disaster" since I do not accept that as a reason for not having your paper. For more specific General Grade Descriptors for Class Participation and Informal and Portfolio Quality Writing, refer to *JAC* pp. xvi-xvii and xii.

**ACADEMIC DISHONESTY:** The following are WVU's definitions of plagiarism and cheating:  
**Plagiarism:** "material that has been knowingly obtained or copied in whole or in part, from the work of others . . ." **Cheating:** "doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own." Both are serious offenses and will result in a grade of 'F'. See page xiii in the *JAC* and pp. WVU 7-9 in the *Easy Writer* for further information.

**CLASSROOM ETIQUETTE/SOCIAL JUSTICE:** I support WVU's commitment to social justice. I expect you to help me work to create a positive learning environment based on open communication and mutual respect. Since this is a discussion-based argument class, I welcome and encourage opposing opinions, but along with that, you are expected to listen politely to others who may have opposite views. Please also be aware that I try to suggest various viewpoints, which may or may not be my own. They are meant simply to stimulate discussion, not insult anyone, so apologies if they do. In discovering how you feel and what you think about issues, you must understand differing viewpoints, if only to help you take a firm stand instead of waffling. In essence, the importance of arguing and persuading lies in knowing why you believe what you believe and remaining open to listening to various viewpoints.

**GROUP WORK:** Since this class is a discussion/workshop format, you will be required to work with your classmates in group situations. You are expected to participate through peer evaluations; by discussing the writing tasks in a professional manner, whether they are informal in-class activities or peer draft reviews; and responding to any written material with thoughtful assessments. I realize that some students do not like group work, but it is part of the class makeup, so you will need to respond

fully to any questions about peers' papers and make detailed, constructive comments that help peers revise their papers. You should come to class prepared to write informally about any readings and bring rough drafts on the dates specified on the reading schedule. You cannot respond or receive help if you are unprepared for class, so check the syllabus to know what is required each class day.

**PAPER FORMATTING:** All papers must have double spacing and one-inch margins, be in black ink, and use a readable and normal-sized font. Papers must be typed using MLA format and documentation style, both in-text parenthetical references and on the Works Cited page; for rules, examples, and sample MLA papers, refer to Chapter 42 in *The Easy Writer*; pp 139-45 in the *JAC*; Chapter 20 in *Good Reasons with Contemporary Arguments*; or the basic examples from the English 102 LibGuide. These reference when and how to incorporate quotes, how to summarize and paraphrase, how to add tables or graphs, and what an actual MLA paper should look like. We will also discuss and practice MLA in class. Please do not use citation machines or Microsoft Word to format MLA. While some aspects are correct, others are not due to human error when entering information. Rely on the books and class activities.

Some of you may have learned other documentation styles; however, we are using MLA in this class. If you turn in a paper with another documentations style, it will be returned to you, with no grade for revision. Please staple or use a paper clip to hold pages together. Be sure to use proper MLA page numbering in the upper right hand corner and always have a catchy title centered above the text. Papers should also include a heading on the first page in the upper left-hand corner as follows:

Your name  
English 102  
Professor Brock  
Date

**eCampus:** I use eCampus to enhance the course, so the syllabus is available on the course homepage, along with all assignment directions and any corresponding peer review questions, and additional hints. I also use eCampus email for any necessary messages; announcements for any alterations to the schedule or reminders; and keep an open discussion board if you want to post messages or questions to the class or me. However, before asking questions, make sure you read all syllabus directions/readings and paper directions at least twice. You also should email me through eCampus, which is actually more reliable than MIX or the other WVU email.

### **SCHEDULE OF READINGS, ASSIGNMENTS, AND DUE DATES**

I reserve the right to alter the syllabus when or if necessary. If I happen to be late for class, please wait at least 15 minutes. If class is cancelled, continue with the scheduled readings and/or assignments, and we will catch up at the next meeting. Readings should be completed before class for the day listed so we can discuss the material and participate in group or individual writing activities pertaining to that material. For the in-class writing activities, bring the *JAC* and *GRCA* to all classes when assigned readings in texts. Out-of-class writing requirements are noted on the schedule.

Please be sure to bring the required articles with summaries to share with the class on the days scheduled for those assignments.

- JAN. 15** Introduction to English 102 and course policies  
**Homework:** Read Goal 1 in *JAC* (skip activities); Read pp. 318-24 in *GRCA*
- 17** Discuss Goal 1 in *JAC* and pp. 318-24 in *GRCA*; In-class writing activities  
**Homework:** Read Goal 2 in *JAC* (skip activities); Read pp. 521-37 in *GRCA*
- 22** Discuss Goal 2 in *JAC* and pp. 521-37 in *GRCA*; In-class writing activities  
**Homework:** Read Goal 3 in *JAC* (skip activities); Read pp. 356-64 in *GRCA*
- 24** Discuss Goal 3 in *JAC* and 356-64 in *GRCA*; In-class writing activities  
**Homework:** Read Ch. 5 in *GRCA*; Print and read Essay Analysis directions

- 29 Discuss Chapter 5 in *GRCA*; Bring Essay Analysis directions; Analysis prewriting  
**Homework: Type 3-page Essay Analysis Draft for Peer Review**
- 31 **Bring copy of 3-page Essay Analysis Draft for Peer Review;** Print and bring Essay Analysis Peer Review questions; Bring the *Easy Writer*  
**Homework: Revise, edit, and proofread Essay Analysis and print 2<sup>nd</sup> draft;** Find, read, and type a summary of a website (include MLA citation) about Healthcare Issues—ex. costs, insurance, prescription medications, diagnoses, Medicare/Medicaid
- FEB. 5** **Bring 2<sup>nd</sup> draft of Essay Analysis for instructor;** Share summaries of website about Healthcare issues; include MLA website citation  
**Homework:** Find, read, and type a summary of an online newspaper or magazine article about Higher Education issues; include MLA citation
- 7 Share summaries of online newspaper or magazine article about Higher Education issues; include MLA online newspaper or magazine citation  
**Homework:** Find, read, and type a summary of a scholarly (peer-reviewed) journal article about issues with Gun Ownership and Laws; include MLA citation
- 12 Share summaries of scholarly journal articles about Gun Ownership and Laws; include MLA scholarly journal citation (Library database)  
**Homework:** Find, watch, and type a summary of an online video showing Marcellus Shale Drilling; include MLA video citation
- 14 Share summaries of videos about Marcellus Shale Drilling; include MLA citation  
**Homework:** Read Goal 5 in *JAC* (skip activities); Read Ch. 10 in *GRCA*; Begin writing ideas for Evaluation Argument paper
- 19 Discuss Goal 5 in *JAC* and Ch. 10 in *GRCA*; Bring sources for Evaluation Argument; In-class prewriting  
**Homework: Type 4-page Evaluation Argument draft plus Works Cited page**
- 21-22 Individual conferences for Evaluation Argument; Bring draft of paper for me to read and make comments on for revision, editing, and proofreading  
**Homework: Type 4-page Evaluation Argument draft plus Works Cited page**
- 26 **Bring 4-page Evaluation Argument draft plus Works Cited for Peer Review;** Print and bring copy of Evaluation Peer Review questions and *Easy Writer*  
**Homework: Organize Midterm Portfolio—Revise, edit, and proofread Essay Analysis and Evaluation Argument papers; Type 1-page Midterm Reflection** (see pp. 31-34 in *JAC* for examples); Place revised papers in folder for submission
- 28 **MIDTERM PORTFOLIO DUE;** Research Topic and Country assignment  
**Homework:** Research foreign country and topic to share with peers; Print and read Country Argument Directions
- MAR. 5** Bring summary of foreign country and topic research to share with class; Discuss directions for research paper  
**Homework:** Choose your own topic and country for argument paper; Read Goal 4 in *JAC* and conduct initial research using activities
- 7 Discuss Goal 4 in *JAC*; Generate class questions for audience; Prewriting  
**Homework:** Continue preliminary research; Read Ch. 7 in *GRCA*
- 12 **Library Day** – Meet on 4<sup>th</sup> floor of Downtown Library (Eliza’s Café); Conduct research  
**Homework:** Read Ch. 9 pp. 113-21 in *GRCA*; Print Annotated Bibliography directions; Narrow down credible sources for paper

- 14** Discuss Ch. 9 pp. 113-21 in *GRCA* and Annotated Bibliography; Bring potential sources to work on Annotated Bibliography  
**Homework:** Read Ch. 12 pp. 167-75 in *GRCA*
- 19** Discuss Ch. 12 pp. 167-75 in *GRCA*; Bring sources to work on Annotated Bibliography  
**Homework:** Read Ch. 13 pp. 184-89 in *GRCA*; Print Research Proposal Directions
- 21** Discuss Ch. 13 pp. 184-89 and Proposal; Bring sources to work on Annotated Bibliography and work on Proposal  
**Homework: Type drafts of Annotated Bibliography and Research Proposal; Print Peer Review Questions for each**

**SPRING BREAK MARCH 25-29**

- APR. 2** **Bring drafts of Annotated Bibliography and Research Proposal; Bring copies of Peer Review Questions for each**  
**Homework: Type 4-page draft of research paper plus Works Cited page**
- 4** **4-page research paper draft and Works Cited page due;** Sign up for conference  
**Homework:** Continue researching and adding to research paper
- 9** **Conferences in library;** Discuss draft with professor  
**Homework:** Revise, edit, and proofread draft for peer review
- 11** **Conferences in library;** Discuss draft with professor  
**Homework:** Revise, edit, and proofread draft for peer review
- 16** **Bring revised draft of Argumentative Research Paper plus Works Cited for peer review; Bring copy of peer review questions and EW**  
**Homework: Revise, edit, and proofread drafts and prepare final copy; type research reflection;** prepare research portfolio
- 18** **RESEARCH PORTFOLIO DUE;** Portfolios will be returned the day of your oral presentation; Sign up for Oral Presentation time
- 23** Oral Presentations of research
- 25** Oral Presentations of research
- 30** Oral Presentations of research
- MAY 2** Oral Presentations of research; Course Evaluations

**THERE IS NO FINAL EXAM IN THIS CLASS**