

English 102: Composition and Rhetoric II
Spring 2014 Hodges 223 T/Th 2:30pm-3:45pm; CRN 14326; Section 64
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Overview. Those of us who teach in the WVU writing program recognize that effective writing and critical thinking skills are essential in essentially every field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some – perhaps considerable – experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics. We will also focus on deciphering various forms of texts and arguments and the rhetorical techniques used that make arguments either persuasive or flawed. Analyzing texts is crucial to our daily life and because many of these texts occur in the media, this course will center on American **popular culture**. It's something interesting most of us are very familiar with, ties all of us together regardless of race, class, gender, major, etc, and provides cohesion for our research, discussion, readings, and projects.

English 102 builds on your writing abilities and then expands them by emphasizing *research and argument* and giving even greater attention to *revision and organization strategies* to meet the specific needs of an audience and purpose. This course will provide you opportunities to write as a way to: 1) explore, understand, evaluate and critique ideas; 2) analyze and resolve questions or problems; and 3) argue effectively and persuasively in a variety of contexts – especially research.

Course Goals/Outcomes. By the end of English 102, you should be able to:

- Understand writing as a process
- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Integrate research effectively
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing
- know the rules of genre conventions, editing, and source documentation
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others

Texts and Materials. Please purchase the following three required texts:

- WVU English 102 Faculty. *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2013.
- Lunsford, Andrea A. *Easy Writer*, 4th ed. Bedford: Boston, 2010.
- Lunsford, Ruszkiewicz, and Walters. *Everything's an Argument*. (6th ed.) Boston: Bedford/St. Martin's, 2013.

- In addition to these three required texts, you will also need to access your **MIX** email account **daily**. You may also use the English 102 **LibGuide** to begin your research process. **The URL is <http://libguides.wvu.edu/english102>**. Printing is available at the libraries on campus for a small fee (7 cents/page, I think).
- You will need to purchase a folder or large envelope in which to submit your writing when major essays are due, as well as twice during the semester for portfolio review.

Other Resources. Term Paper Clinic, library: www.libraries.wvu.edu/instruction/clinic.htm
Writing Center is in room G02 of Colson Hall; see page xix in *JAC*.

Course Policies and Procedures. Please read the preface to your *Joining Academic Conversations* (*JAC*) carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. Please note that the inside front cover of this text also provides you with a quick reference to some of the resources you may rely upon during the course. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have. NOTE: Because this is a **workshop** class, attendance is mandatory.

Absences. All sections of English 102 follow the same attendance policy. Each student is **allowed to miss up to 3 meetings** regardless of the reason; there is no distinction between excused and unexcused absences. **Each additional absence beyond the 3 will, however, lower your final grade by one letter grade.** (For example, if you earned a B but missed five classes, your final grade will be a D.) At 6 absences you will FAIL the course. Missing a scheduled conference counts as an absence. Please pay careful attention to the time and day you choose for our (10-15 minute) conferences (usually 3 per semester). As a general rule, you **MAY NOT reschedule conference times**. Also note that if you are more than 10 minutes late, it is considered an absence; this is also typical of college courses. Three tardies equal one absence. PLEASE keep track of your attendance--every semester at least one person fails merely because of missing class.

Classroom Etiquette. It is important to me that we maintain a positive, engaging, and professional atmosphere in the classroom. **Cell phones must be on silent or turned off during class (as opposed to being set on vibrate, which everyone can still hear).** Please **DO NOT check or send text messages or emails; if you do so, you will be considered absent and likely will be asked to leave.** Laptops and other technology are not allowed unless I have given specific permission. Coming to class without a reasonable **draft** on peer edit days will also lead to an absence. Repeated disruption due to cell phones, lateness, or other distracting or disrespectful behavior will seriously affect your grade.

Cheating/Plagiarism. The English 102 community assumes your honesty--that you will turn in original work and cite outside sources. Failing to do so will most likely lead to an F in the course. Read the information about academic honesty & the student code of conduct in *JAC* p. xiii.

Late Work

I **do not** accept late work. I also **do not** accept **electronic** submission of assignments unless you have special permission from me. You need to have your assignments printed out before class begins (**Print** at the library). If you know you'll miss class, give or email your assignment to a classmate to turn in for you. **Exception:** if the assignment is a major one (something you can revise), I will accept it late. However, for **EACH DAY** (including weekends) that it's late, **one letter grade** will be deducted from your final grade on that assignment.

Special Needs. If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Accessibility Services is a support system designed to assist you make the most of your educational experience. I will do my best to work with you and those in this resource.

Office of Student Life. This office can assist students who encounter difficulties during the semester (prolonged sickness, death in the family, etc). The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is 304-293-5611.

Social Justice. I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

English 102's Portfolio Approach. Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing – one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in second year composition.

On the schedule of work due, you will see several “**draft**” **deadlines**. You will get feedback from peers and me on drafts to encourage you to revise and polish your writing. You must meet these deadlines with REASONABLE drafts that meet minimum requirements. Be sure you SAVE EVERYTHING – all assignments, handouts, gradesheets, drafts, etc--as this is a portfolio class! I also recommend emailing essays to yourself or using DropBox; online is a good place to access copies of your work from nearly any computer in case of emergency (computer crash, loss of USB drive, etc).

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that portfolio and reflection at week 7, I will provide a tentative grade on the first two major writing assignments in English 102. You WILL be able to revise your major work after mid-semester, up until the due date for the final portfolio.

At the end of the semester, you will be asked to write a reflective preface for the research and writing completed for the class. This second portfolio will include your major writing assignments, memos, peer edited drafts, and other materials – I will provide a list to you later.

Midterm Portfolio: Critical Analysis

- Song Analysis (4-5 pages): You will choose one song with a strong social or political message to analyze. Your focus will be on what you believe is the overall message of the song and evidence to support your opinion. This essay will look at the author/artist, the cultural/historical context, and the lyrics, as well as other musical techniques that add power and meaning to the song.
- Evaluative/Rhetorical Analysis (4-5 pages): Select an article from a list of possible articles related to cultural studies (that I will provide) on an issue that interests you. Overall, you will evaluate whether the author makes a successful or unsuccessful argument (regardless of your personal opinion of the topic). You will focus on rhetorical strategies, particularly logos, ethos, and pathos.
- Reflective Writing Memo (1 full page, single spaced): English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1 page memo about your work so far in the class.

Final Portfolio: Research and Argument

- Research Proposal w/Bibliography (3+ pages). Create a research-driven question about a pop culture text, immerse yourself in resources that explore that question, and develop a plan of action for your work. What do you intend to contribute to the academic conversation written on your topic? The proposal helps you to articulate the direction and purpose for your research. You will include a preliminary bibliography (like a Works Cited page; 8 or more sources needed) to indicate the kinds of research you're finding so far.
- Annotated bibliography (250 word annotations, minimum of 6 academic entries): The Annotated Bibliography is an important step in creating your final paper – the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations for books, articles, interviews, and other secondary 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. Additionally, it should indicate why and/or how you could use the source in your paper. You will have minimum requirements for this assignment (two academic books and two peer-reviewed scholarly articles), TBD in class.
 - **Note:** because this won't be revised, the annotated bib is a "frozen" grade.
- Pop Culture argument essay (6-8 pages). This is the culmination of the work begun with your research proposal and extended in the annotated bib. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument in the context of the topic's ongoing critical conversation. The challenge in this paper is to coordinate several sources with your own argument to develop an original essay with properly integrated sources that you could present to a diverse audience.
- Final Reflective Memo (1.5 pages, single spaced). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide a preface and context for reading and evaluating the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

Informal Writing and Homework (20%). Informal writing might include reading responses, short analyses, worksheets, peer review sheets, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. You will receive a midterm informal writing grade. These are graded by a check plus, a check, a check minus, or no credit.

Participation (10%). Participation is assessed not only by attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. This is a workshop course and participating orally is required. You will receive a midterm participation grade. You are welcome to talk to me if you have questions about your progress in the class. The *JAC* has an extensive rubric about participation, as well.

Grade Descriptors for English 102. I will follow the descriptors provided in the early pages of the *JAC*. These criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102.

English 102 Evaluation Criteria. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to **revise** and rethink, to take risks. Your final grade will be based on the following percentages:

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| ▪ Portfolio Writing: revised, written work throughout the semester | 70% |
| ▪ Short Writing Assignments and Homework | 20% |
| ▪ Participation | 10% |