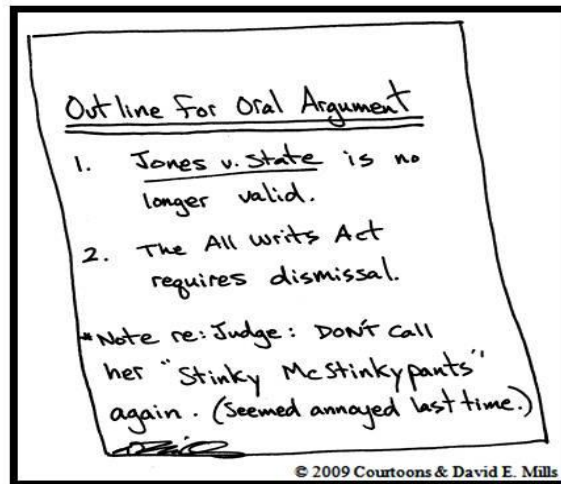


ENGLISH 102: COMPOSITION AND RHETORIC II
SECTIONS 404 AND 406
SPRING 2013
M, W, F: 10:00-10:50, 11:00-11:50
PERCIVAL 314A

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Overview. Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in *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.

English 102 builds on these 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 explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

Course Goals/Outcomes. As you begin to read Joining Academic Conversations, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101, a prerequisite, while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts

- explore and evaluate ideas
- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

Course Policies and Procedures. Please read the preface to your *Joining Academic Conversations* 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.

Attendance: Your attendance is a key part of your success in this course. The English departmental policy states that you may miss only **THREE** classes. A fourth absence, **for any reason**, will compromise your grade as much as one full letter. Each additional absence will lower your final grade by an additional letter grade (six or more absences will result in a failing grade). If you know you will be missing class, please email me as soon as possible.

Please note: All absences (*including excused absences*) will count toward the total number, and this policy starts from the moment you are registered in the course. **There are no excused/unexcused absences;** I strongly recommend that you save your absences for illnesses or emergencies. You are responsible for making up any work you may miss by failing to attend class, regardless of the reason.

NOTE: Late Work—I will not accept late work. Late work leads to stress for both me and for you, since you really need to move on to the next assignment. I will drop your lowest informal writing grade, so you can miss one without penalty. Major assignments will be docked a permanent letter grade (lasting into the final portfolio) if they are late. Because I know things happen—PRT, printers breaking, etc.—I will count a major assignment as on time *once* if you put it in my mailbox by 4 pm the day it is due. If you need to put a paper in my box, still come to class without the paper so you don't get behind. Because **this is a portfolio based course, failure to turn in major portfolio components will necessarily result in an F for the class.**

Tardy Policy: Arriving late is stressful for you and for the class; please make every attempt to arrive promptly. Excessive tardiness will compromise your participation grade

Homework: It is your responsibility to know what homework is due each class period. If you know that you are going to be absent please email another student for the homework assignment. Though I try to stay as closely to the syllabus as possible, occasionally I will need to make adjustments in order to provide better opportunities to learn certain material. **Please understand that the syllabus is a guide, not a contract.**

Electronic Devices: While you are in English 101 your focus should be on the material from the course. Please turn off your cell phones for the duration of class. **If your cell phone becomes a distraction, you will be asked to leave and you will be counted absent for the day.** Keep other electronics put away while in class.

Computer Lab: Access to the computer lab is a privilege; **please do not bring food or drinks into the lab.** It is extremely important that you remain engaged with the material, if you choose to check your email, Facebook, or any other internet site unrelated to the course, you will lose your participation grade for the day. The library has multiple computers for students to use during operating hours.

Peer Review: We will be focusing on the process of writing throughout this course. One of the most important aspects to developing a polished piece of writing is to revisit your work and revise. You will participate in multiple peer review sessions. Please consider the effects of being ill-prepared. Neither you nor

your fellow students benefit from this important activity if you arrive unprepared. If you come to class without materials for peer review, you will lose participation credit for the day, and this can substantially affect your grade over time.

Plagiarism: Please refer to the section on Plagiarism/Academic Integrity in the JAC. Plagiarism is unacceptable in any form, and all work must be created for this class. If you are repeating this class, you may not use work from a previous section of English 101 or 102. You may also not “recycle” work that was written for any other class without consulting me first. Should you use work from another class without consulting me, I will treat that as a case of plagiarism.

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 Disability Services is a support system designed to assist you make the most of your educational experience.

Office of Student Life. This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is 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.

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

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2011.
- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Bedford: Boston, 2010.
- In-class/ecampus handouts.
- In addition to these three required texts, you will also need to access your MIX account and the class WVU ecampus page regularly. You will also use the English 102 LibGuide to begin your research process. **The URL is <http://libguides.wvu.edu/english102>.**
- You will need to purchase a large envelope in which to submit your writing when major essays are due, as well as twice during the semester for portfolio review.

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 first year composition. This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive lots of feedback along with an overall letter grade at the midterm point and again at the end of the semester. On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing.

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that and a midterm portfolio, I will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to JAC, the course syllabus, and the course rubric located on the inside back cover of JAC. The major assignments included in this submission will be the “final-for-now” drafts of the Ad Analysis and This I Believe, but you will also include short writes, in class activities, and other evidence of your progress to date.

At the end of the semester, you will be asked to write a second memo, this one addressing the formal writing you have completed for the course and encompassing your work for the entire semester. You will have an opportunity to revise any work that you submitted for the midterm portfolio. In addition to the advertising and editorial analysis from the first half of the semester, you will also include your research proposal, an annotated bibliography and an extended argumentative essay.

English 102 Assignment Overview. The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry. This class will focus specifically on arguments made in the media through visual and verbal rhetorical appeals. We will be discussing controversial issues that are in the current media, so it's important that you behave respectfully towards your fellow classmates and instructor.

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

Portfolio (70%):

By the end of the semester, everyone will have over twenty pages of polished, formal writing. Please note that all formal writing should be in MLA format (double-spaced, Times New Roman, 12 point font, one-inch margins, name and page number on each page). These are the formal papers assigned for this class

- Ad Analysis Essay (4+ pages) (25%): Ad Analysis (4+ pages): Write an essay in which you analyze how effectively an advertisement persuades their target audience. Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement, as well as a demonstrated understanding of rhetorical appeals. Mode of evidence: direct observation.
- This I Believe Essay (4+ pages) (25%): This essay is designed to help you practice the conventions of standard academic writing—a strong thesis, clear topic sentences, supporting evidence, and a professional voice—while writing about a topic you enjoy and have personal experience with.
- Research proposal (2+ pages) (12.5%). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. You must have at least 2 credible sources with a works cited page. The proposal helps you to articulate the direction of and purpose for your research. This assignment is not available for revision.
- Annotated bibliography (6+ pages) (12.5%). 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. You will need at least ten sources (6 scholarly, 1 video, and at least 1 text). You will also write a preface with a working thesis. This assignment is not available for revision.
- Researched Argument (6+ pages) (25%). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research will allow you to have authority on a topic so that you can present a cogent, well-supported argument. Goals: well-established thesis statement, coordination and appropriate use of sources, and an effective argument.

Informal Writing (20%):

- Your informal writing grade is comprised of homework assignments. For each unit, you will typically have at least one homework assignment that addresses your formal paper. The majority of your homework assignments will be responses to the readings. On these assignments, you'll get a check plus (3 pts.), a check (2 pts), a check minus (1pt.) or no credit.

Participation (10%). 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 a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

English 102 Evaluation Criteria and Grade Descriptions. 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:

▪ Portfolio Writing:	70%
▪ Short Writing Assignments and Homework	20%
▪ Participation	10%

Grade Descriptors for English 102. I will follow the descriptors provided in JAC 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 English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

Schedule of Work

Text Abbreviations: JAC=*Joining Academic Conversations*. EW=*Easy Writer*.

You should bring your textbooks to all class meetings. Be in the habit of checking your MIX e-mail regularly.

PLEASE NOTE: This schedule is subject to change according to class progress and performance. Homework may be added or deleted as determined by assessment throughout the semester.

UNIT ONE: Ad Analysis

Monday, January 14:	Introductions, Syllabus
	Read EW pg. 25-35 (3a-3h) Critical Thinking and Argument
	Read handout.
	(Late Registration Fee in Effect after Aug 20)
Wednesday, January 16:	Introduce Advertising Analysis

- Read sample essay.
- Friday, January 18:** Find 3 advertisements for the Ad Analysis (email links or bring in print copies)
- Shortwrite #1 DUE**
- Monday, January 21:** **No Class—Martin Luther King Jr. Day**
- Wednesday, January 23:** MLK JR. Activity
- Read handout.
- Friday, January 25:** Introduce Rogerian Argument, Discuss Thesis Statements, Purpose
- Complete 3 page rough draft of Advertising Analysis (3 print copies due on Wednesday for peer review)
- Monday, January 28:** Rough Draft of Ad Analysis Paper
- Wednesday, January 30:** **Peer Review: Rough Draft of Advertisement Analysis Paper Due (3 print copies)**
- Revise Ad Analysis Paper
- Friday, February 1:** **“Final for Now” Ad Analysis Due**
- Assign “This I Believe” Paper.

UNIT TWO: This I Believe

- Monday, February 4:** In-class TIB reading (Beatles)
- Homework: Find a This I Believe essay (links to NPR site on ecampus) that resonates with you, & answer response question
- Wednesday, February 6:** **CLASS CANCELLED FOR CONFERENCES**
- Friday, February 8:** Bring intro to TIB
- Monday, February 11:** Read JAC pg. 49-50 Common Fallacies of Argument
- Read article on Logical Fallacies

Wednesday, February 13: In-Class Short Write 2

Friday, February 15: Complete 4 page draft of TIB (3 printed copies due on Monday 9/26).

Monday, February 18: Peer Review: Rough Draft of TIB Paper Due

Revise TIB Paper

Wednesday, February 20: CLASS MEETS IN WISE LIBRARY, RM 136

“Final for Now” TIB Paper

Friday, February 22: Introduction to Research Paper & Project Proposal

Midterm Portfolio Assignment-- Read JAC Midterm Memo (Shortwrite #3-
Due with Portfolio)

Read JAC Invention: Finding Ideas for Argument & JAC pg. 6-7 Invention
Questions

UNIT THREE: Research Paper

PROJECT PROPOSAL

Monday, February 25: Conferences—CLASS CANCELLED

Read handout (Finding a Topic and Creating a Proposal).

Wednesday, February 27: Continue work on Project Proposal and Midterm Portfolio

Read EW pg.12-24 Academic Writing

Friday, March 1: Midterm Portfolio Due in-class today

Project Proposal Due Today

ANNOTATED BIBLIOGRAPHY

Monday, March 4: Read JAC pg. 81-82 Seven Easy Steps to Effective Library Research

Read JAC pg. 61-67 Taking Research Notes

Read EW pg. 176-184 Conducting Research

Wednesday, March 6: Mid-semester Grades Due

Read EW pg. 184-197 Evaluating Sources and Taking Notes

Find & read 1 source for Annotated Bibliography

Friday, March 8:

Read JAC pg. 54-57 Reading Critically and Reading Like a Writer

Read handout on preparing a working bibliography.

Find & read 1 source for Annotated Bibliography

Monday, March 11:

Find & read 1 source for Annotated Bibliography

Short Write #4 Due Wed. Oct. 19th

Wednesday, March 13:

Find & read 1 source for Annotated Bibliography

Shortwrite #4 DUE

Friday, March 15:

Find & read 1 source for Annotated Bibliography

Monday, March 18:

Read JAC pg. 131-135 Academic Integrity

Find & read 1 source for Annotated Bibliography

Read EW pg.197-202 Integrating Sources and Avoiding Plagiarism

Read AO pg. 188-192 Evaluating and Utilizing Sources

Wednesday, March 20:

Watch Documentary

Find & read 1 source for Annotated Bibliography

Friday, March 22:

Find & read 2 sources for Annotated Bibliography

(Last Day to Drop)

WORKING OUTLINE

Monday, March 25-March 29:

Monday, April 1:

Read JAC pg. 13 Developing Strong Thesis Statements

Read JAC pg. 77-78 New Perspectives for Critical Writing

Peer Review: Annotated Bibliography

Wednesday, April 3:

Peer Review: Annotated Bibliography

Friday, April 5:

Annotated Bibliography Due

Introduce Research Analysis paper.

DRAFTING

- Monday, April 8:** Shortwrite #5 Due
Read handout. (Drafting and Revising the Argument)
- Wednesday, April 10:** Read JAC How to Structure/Organize an Argument
Summarizing, Quoting, and Paraphrasing
- Friday, April 12:** **BRING FLASH DRIVE**
Write a 5 page draft of Research Paper for Peer Review
- Monday, April 15:** **Peer Review: Rough Draft of Research Paper Due Today (3 printed copies)**
- Wednesday, April 17:** **“Final for Now” Research Paper Due Today**
Final Portfolio Assignment & End of the Semester Reflection
- Friday, April 19:** **End of Semester Conferences—CLASS CANCELLED**
- Monday, April 22:** Read JAC Strategies for Writing, Response and Revision
Revision Workshop—**Bring copy of one of your papers to class**
- Wednesday, April 24:** **Class Cancelled For Work/Library Day**
- Friday, April 26:** Revision Activities—OREO Method, transitions.
Revise Ad Analysis
- Monday, April 29:** Revision Activities—Thesis Statements and Introductions.
Revise Editorial Analysis
- Wednesday, May 1:** Revision Activities—Conclusions
Revise Research Paper
- Friday, May 3:** **Last Day of Class- Final Portfolios Due in-class today**

