

English 103: Accelerated Academic Writing Section 004 (CRN 83310)	
Fall Semester, 2012 — Tuesday / Thursday 11:30 - 12:45 in Colson G10	
Instructor: Professor Thomas Sura	
Email: tsura@mix.wvu.edu	Phone: 304-293-9712
Office: Colson 114	Office Hours: Tu & Th 1:00 to 4:00 and by appt.

REQUIRED TEXTS

Blount, Mary Angel, ed. *Accelerated Academic Writing*. Plymouth, MI: Hayden-McNeil, 2012. Print.

Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION

English 103 is designed to build on the writing abilities you have already learned by emphasizing research and argument and giving greater attention to revision and organization strategies to meet the specific needs of an audience and purpose. You will learn about the research process, argumentation, and critical inquiry. As you polish your abilities to develop academic arguments, you will also become more articulate about your own knowledge of writing—which will help you build connections across areas of knowledge so that you can extend your ideas beyond the University.

To aid this extension of knowledge this section of English 103 will incorporate the theme “social justice” throughout the semester. Through writing activities and reading assignments we will examine this theme and how it applies to everyday life. In the beginning we will focus on defining social justice and understanding different philosophies associated with the term. Next we will examine several social issues and connect them to our definitions and philosophies about social justice. Finally, we will shift the focus to media and social justice to develop a richer understanding of how digital writing—twitter, blogs, smart phones—affect social justice issues.

COURSE GOALS

Our class has five major goals. Each student can expect to

- Develop a personal learning process for effective writing
- Argue effectively in a variety of contexts
- Explore and evaluate Ideas
- Integrate Research Effectively
- Know the rules for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations

POLICIES AND PROCEDURES

Attendance

You must attend class. I know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed two absences (one week of class), including Days of Special Concern listed on the WVU academic calendar. Each absence after the initial two will compromise your grade as much as one full letter. Students who miss 6 classes (three weeks of class) will fail the course.

If you will miss class because of a Day of Special Concern, academic field trip, or military service, please notify me within the first two weeks of the course. Exceptions to the attendance policy are at my discretion and will not normally be allowed except under extreme circumstances. For more information on the attendance policy please see page xvii in *Accelerated Academic Writing*.

Lateness

You must be on time for class. Being on time for class will be a large factor in your participation grade for the course (see page xv in *AAW*). I know that personal situations or unexpected events (like a PRT outage) can result in you being late for class. Therefore, I will excuse two late arrivals during the semester. Any late arrivals beyond two will reduce your overall participation grade for the course. If you are late more than five times, I will record the pattern of lateness as an absence.

Preparedness

You must be prepared for class. This means that you must complete reading and writing assignments on time. It also means that you must bring your textbooks and other materials to class each day. We will often use these books for in-class activities. Any online reading assignments should be printed for class or accessible on a mobile computer. Being unprepared for class can reduce your overall participation grade.

Attending Conferences

We will meet for conferences regularly during the semester. These may be small-group or individual meetings where we discuss your current projects. Missing conferences can reduce your overall participation grade.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter.

Computers and Cell Phones

You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away.

All mobile phones should be turned off or set to a silent mode. If you must take a phone call due to an emergency please quietly excuse yourself from the room.

Students with Disabilities

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. The office phone number is 304-293-6700, their email is access2@mail.wvu.edu. The office website is http://socialjustice.wvu.edu/office_of_disability_services.

Writing Center

The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. You can find more information about the Writing Center online (http://www.english.wvu.edu/centers/centers/writing_center).

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 visit its website (<http://well.wvu.edu/ccpps>).

OFFICE HOURS & E-MAIL:

Office hours are an excellent opportunity to talk one-on-one about your writing, ask questions, and get feedback on your work. You can also use the email address on this syllabus to ask quick questions or notify me of any urgent matters that need attention. I will typically respond within 24 hours. I will not review papers or missed class periods via email. You must come to office hours for that.

RESPONSE AND EVALUATION

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive substantial feedback along with an overall letter grade at the midterm point and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Portfolio (based on major assignments and reflective writing) = 60%

- Narrative Project (1,200 to 1,500 words)
- Text Analysis Project (4 pages)
- Documentary Project (2 pages)
- Mid-Term Portfolio
- Research Project (3 pages)
- Final Portfolio (8 pages)

Research Notebooks = 10%

Six short, informal writing assignments.

Writer's Notebook = 20%

Six short, informal writing assignments.

Participation = 10%

Participation includes your engagement in the classroom including contributions to discussions and preparedness. Participation also includes completing homework on time and peer response.

See pages xvi through xvii in *JAC* for information about grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

SOCIAL JUSTICE

West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

SCHEDULE OF WORK

This schedule of work is subject to minor changes according to progress.

	Topics and Activities	Assignments and Readings
Week 1 (Aug 21 and 23) <i>(Late Registration Fee in Effect after 8/20; Last Day to register and add new courses is 2/24)</i>	Course Introduction Short Essay of Self Introduction Narratives Writing Process Social Justice	Readings: AAW p. 3, 7-15; WVU's social justice website (socialjustice.wvu.edu) including the home page, about us page, and the strategic plan; Masci
Week 2 (Aug 28 and 30)	Student Activism Tension and Turn Vivid Description Introductions	Readings: Ramsdell Due: Writer's Notebook #1
Week 3 (Sep 4 and 6) <i>(Labor Day Recess 9/3)</i>	Peer Response Revision, Editing, and Proofreading	Readings: AAW p. 19-31 Due: Final-for-Now Narrative Project
Week 4 (Sep 11 and 13)	Information Literacy (Kelly Diamond) Academic Freedom	Readings: AAW p. 5-6, 16-18; Clemmitt, "Academic Freedom" Due: Research Notebook #1
Week 5 (Sep 18 and 20)	Drafting a Text Analysis Rhetoric Rhetorical Situations Rhetorical Strategies Academic Freedom	Readings: Billitteri Due: Writer's Notebook #2
Week 6 (Sep 25 and 27)	<i>Logos</i> Peer Response Revision, Editing, and Proofreading Education	Readings: Jost, "Revising No Child Left Behind" Due: Final-for-Now Text Analysis Project
Week 7 (Oct 2 and 4) <i>(10/5 is Mid Semester point)</i>	<i>Ethos</i> Reflection	Readings: Due: Mid-Term Portfolio
Week 8 (Oct 9 and 11)	Information Literacy (Kelly Diamond) Student Rights	Readings: Jost, "Student Rights" Due: Research Notebook #2
Week 9 (Oct 16 and 18)	<i>Pathos</i> Style Occupy Wall Street	Readings: Katel; Driscoll Due: Writer's Notebook #3

	Topics and Activities	Assignments and Readings
Week 10 (Oct 23 and 25) <i>(10/16 is the last day to drop)</i>	Peer Response Paragraphing Media Bias	<u>Readings:</u> Greenblatt Due: Final-for-Now Documentary Project
Week 11 (Oct 30 and Nov 1)	Arrangement Toulmin Model for Argumentation Social Media	<u>Readings:</u> Jost and Hipolit <u>Due:</u> Writer's Notebook #4
Week 12 (Nov 6 and 8) <i>(11/6 is Election Day - No Class Meeting)</i>	Synthesis Citation Social Networking	<u>Readings:</u> Clemmitt, "Social Networking" <u>Due:</u> Writer's Notebook #5
Week 13 (Nov 13 and 15)	Peer Response Ethics in Reporting	<u>Readings:</u> Price Due: Final-for-Now Research Project
Week 14 (Nov 20 and 22) <i>(Thanksgiving Recess - No Class Meetings)</i>		
Week 15 (Nov 27 and 29)	Final Portfolios Troubleshooting the Narrative Troubleshooting the Text Analysis	<u>Readings:</u> <u>Due:</u> Writer's Notebook #6
Week 16 (Dec 4 and 6) <i>(12/6 is the Last Day to Withdraw from the University)</i>	Troubleshooting the Documentary Project Troubleshooting the Research Project Conclusion	<u>Readings:</u> Due: Final Portfolio

Final Portfolios will be returned during the final exam period on Monday, December 10 between 3 p.m. and 5 p.m. You can pick up your portfolios in my office, Colson 114.

Bibliography

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