

English 102: Composition and Rhetoric II, Section 002	
Fall Semester, 2012 – Monday/Wednesday/Friday in 123 Armstrong	
Instructor: Nicholas Strickland	
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Office: 321 Colson Hall	Office Hours: MWF 10:30-11:30am

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*, 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 4th ed, WVU ed. Boston: Bedford, 2010.

INTRODUCTION:

Welcome to English 102! English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) 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.

COURSE GOALS

This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific 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
5. 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 (including policy on lateness)** You must attend class. We 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 3 absences. The fourth absence will compromise your grade as much as one full letter. Students who miss 6 classes will fail the course. You are also allowed 3 tardies. Each subsequent tardy will lower your *participation* grade one third of a letter. For more information on the attendance policy please see pages xii and xiii in *JAC*.
- **Cheating/Plagiarism:** The English 102 community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty. For more information about academic honesty and the student code of conduct at West Virginia University refer to page xiii in *JAC*.

- **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. Their phone number is 304-293-6700, their email is access2@mail.wvu.edu. Their website is <http://disabilityservices.wvu.edu/>.
- **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. For more information about the Writing Center refer to page xix in *JAC*.
- **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>.

OVERVIEW OF REQUIRED WORK: 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. Your mid-term and final grades are based on the following percentages:

Portfolio (based on major assignments and reflective writing) = 70%

Class Participation = 20%

E-Journal = 10%

Please refer to *Joining Academic Conversations* for information about my 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.

COURSE CALENDAR

	M	W	F
1 (8/20 to 8/24)	Introductions	Team Building/Project Intro	Motivation and Focus
2 (8/27 to 8/31)	Interviews	Interviews	Motivation and Focus
3 (9/3 to 9/7)	LABOR DAY	Motivation and Focus	Motivation and Focus
4 (9/10 to 9/14)	Vision Statement RD Due	Revising/Narrowing Scope	Project Begins! RP 1 Due
5 (9/17 to 9/21)	Research and Discussion	Research and Discussion	Research and Discussion
6 (9/24 to 9/28)	Research and Discussion	Research and Discussion	RP 2 Due
7 (10/1 to 10/5)	Developing the Argument(s)	Mid-term Portfolios Due	Developing the Argument(s)
8 (10/8 to 10/12)	Developing the Argument(s)	Developing the Argument(s)	Developing the Argument(s)
9 (10/15 to 10/19)	Workshop	Workshop	Workshop
10 (10/22 to 10/26)	Developing the Argument(s)	Developing the Argument(s)	RP 3 Due
11 (10/29 to 11/2)	Developing the Argument(s)	Conferences	Conferences
12 (11/5 to 11/9)	Workshop	Workshop	Workshop
13 (11/12 to 11/16)	Developing the Argument(s)	RP 4 Due	Developing the Argument(s)
14 (11/19 to 11/23)	THANKSGIVING	THANKSGIVING	THANKSGIVING
15 (11/26 to 11/30)	Developing the Argument(s)	Developing the Argument(s)	Developing the Argument(s)
16 (12/3 to 12/7)	Developing the Argument(s)	Last Minute Conferences	Final Portfolios Due

Final Portfolios returned by final exam time slot

Notes about the Schedule

This is a very basic, rough framework for the semester. I've broken it into three main sections, creating an arc for the class project. Essentially, we'll be spending our time together by first determining what we want to do as a group, becoming more knowledgeable as a group about the subject/issue we choose to pursue, and then creating something that will impact others outside the class. Within this framework, very little is set in stone. What we do in class one day is often determined by what occurs the day(s) beforehand. Consider the shaded/colored items above to be more permanent "landmarks" for the semester.