

ENG 102: Composition and Rhetoric: Spring 2017
Section 047 (CRN 10944): Woodburn-D G-16, T-TH 10:00–11:15 AM
Section 048 (CRN 10919): Woodburn-D G-16, T-TH 11:30 AM–12:45 PM
• Section 06 (CRN 10920): Woodburn-D G-16, T-TH 1:00–2:15 PM



Instructor: Dr. Nancy Caronia
Office Hours: Wednesdays: 1:30 PM–3:30 PM,
and by appt.

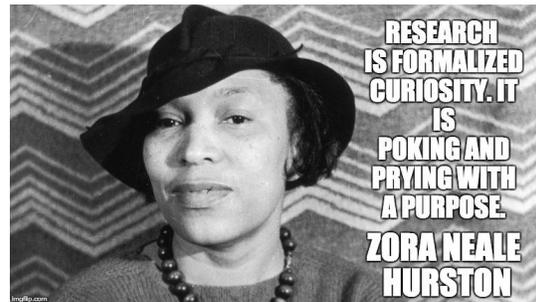
Office: Colson Hall 333
Email: nac0013@mix.wvu.edu

REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*. 7th ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.

INTRODUCTION

Welcome to English 102. This course focuses on developing your knowledge of writing in several areas beyond what you learned in English 101. In “Claiming an Education,” the poet Adrienne Rich has suggested that “the experience of *taking responsibility toward [our] selves*” is central to any educational pursuit.¹ This course will allow you to have the opportunity to take responsibility for and challenge your knowledge and practice of writing while honing your understanding of yourself as a writer. In this course, we will examine how arguments are made through a variety of writing purposes including writing to persuade, evaluating, proposing ideas, sharing research, and testing ideas. This course will also place a specific emphasis on conducting research and understanding and assessing information in the digital age. Finally, we will develop a richer sense of how your own research can give your writing power and purpose so that you can confidently apply what you know in your personal, professional, academic, and civic lives.



English 102 and WVU’s General Education Foundations

The General Education Foundations (GEF) provide students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

English 102 addresses several of the learning outcomes described in WVU’s GEF program; however, this course focuses most explicitly on the outcomes for written communication and information literacy. By the end of English 102, students should be able to do the following:

- Use a variety of writing and research processes to address context, audience, and purpose in communication situations.
- Explain an issue or problem through description of key terms, perspectives, and points of tension.
- Determine appropriate, relevant, and compelling content to persuade audiences, evaluate sources, and test ideas.

¹Rich, Adrienne. “Claiming an Education.” *Women’s Voices/Feminist Visions: Classic and Contemporary Readings*. 5th Ed. Susan M. Shaw and Janet Lee. New York: McGraw Hill, 2012. 24. Print.

- Use appropriate genre and grammatical conventions for varying communication situations, especially citation conventions for a variety of sources.
- Integrate credible and relevant online, print, and primary sources into writing to support ideas.
- Draw conclusions about sources, issues, and ideas based on research.

To learn more about WVU's General Education Foundations visit <http://registrar.wvu.edu/gef>.

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 via email beyond the regular feedback cycle.

ATTENDANCE

Attendance is required for this course. Sometimes personal situations and required university events make it impossible for you to be in class, which is why a few absences are allowed. BUT make sure you use these absences for emergencies.

- Students in all sections may miss two days (one week) of class without penalty.
- Students who miss more than two days (one week) of class may be penalized up to one letter grade for each additional absence.
- Students who miss six days (three weeks) of class will be assigned a failing grade for the course.

All absences (*including excused absences*) incurred from the date you register for the course will count toward the total number allowed.

If you are struggling with an assignment, if you are unexpectedly ill, or if you have some other personal emergency, contact me immediately and we may be able to negotiate a special arrangement. Special arrangements like this require a formal, written request that includes an explanation of the circumstances, documentation (if relevant), and a detailed plan for completing any late or missed work. Submitting a formal request does not automatically guarantee that I will be able to grant your request.

Extended Absences. If you know in advance that you will need to miss more than three consecutive class meetings, take the course in another term. It is much better for you as a writer and as a student to take the course during a semester when your schedule allows you to be present to do your best work. If you are a **military service person** with possible drill events or deployments, please speak to me about a plan for successfully completing all required coursework.

Conferences. As part of our regular class meetings, the English 102 curriculum uses small group and individual conferences to provide you with more direct instruction on your specific writing projects. During the semester, you can expect to meet for conferences with me or with small groups of peers about three or four times. You can also expect that during a conference week, one regular class meeting will be cancelled in order to make room in our schedule for the conferences. You are expected to schedule a conference ahead of time and to attend your conference during the time you schedule. Please note that a missed conference is considered an absence and will factor into your total absences for the semester.

When we are meeting for conferences, you should plan to bring the following:

- any questions you have about the current project
- your exploratory writing you have completed for the current project
- any drafting you have completed for the current project

FEEDBACK AND GRADES



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:

Formal Writing (i.e. Portfolio) = 70%

Formal writing assignments include the major projects (research proposal, annotated bibliography/evaluation, research project, and editorial/opinion persuasive paper) as well as connected reflective writing. For more about the formal writing grade, see *grade* descriptions in *Joining Academic Conversations*.

Exploratory Writing = 20%

Exploratory writing may take many forms such as summarizing a text, responding to a peer's writing, or composing a portion of a larger project. These writing assignments are typically shorter activities and homework that are about 1 page in length. For more about the Exploratory Writing grade see *Joining Academic Conversations*.

Participation = 10%

Participation includes things like attending class, being prepared for class, making thoughtful contributions to class, and meeting all deadlines for homework, drafts, and peer review. For more on the participation grade see *Joining Academic Conversations*.

If you have any questions regarding your progress in the course, please let me know and we can set up an appointment to discuss your work.

SOCIAL JUSTICE

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

ACADEMIC INTEGRITY

You are responsible for the integrity of your work. This means that all of your work for this course must be your own and must be created specifically for this course. Failing to maintain the integrity of your work will have serious consequences. We will discuss academic integrity as part of our course, but here are a few things you need to know right away:

- Submitting someone else's paper, including papers you obtain online, as your own writing is fraud. It will result in a failing grade for the course and may result in additional action by the Office of Student Conduct.
- Copying paragraphs or other passages of someone else's writing without properly citing them is plagiarism. It may result in a grade reduction or failing the course. It, too, may result in additional action by the Office of Student Conduct.

The Eberly College of Arts and Sciences provides a helpful online resource for undergraduate students on understanding and avoiding plagiarism (<http://eberly.wvu.edu/undergraduate/ug-studies/preventing-plagiarism>). If you have any questions about when and how to document sources, or any other question that will help you avoid unintentional plagiarism, please talk with your instructor, a librarian, or one of the Writing Center tutors in Colson Hall.

RESOURCES

The Eberly Writing Studio is a resource that can support you in all aspects of the writing process. It is located temporarily in Hodges 202 and will open on Tuesday, January 17. Hours are: Monday through Thursday from 10:00 AM to 5:00 PM and Friday from 10:00 AM to 3:00 PM. For more information about the Eberly Writing Studio, see *JAC*, p. xviii, or visit <http://speakwrite.wvu.edu/writing-studio>.

WellWVU: The Students' Center of Health provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information, go to <http://www.well.wvu.edu/>.

SCHEDULE OF WORK

This course will meet regularly in Woodburn-D G-16. The schedule of work below is subject to changes based on our progress. **NOTA BENE: 1. Unless otherwise noted, bring the relevant text(s) to class. 2. All readings are to be completed before class begins. 3. All working drafts must be available during class time for workshop, or you will receive an absence for the day.**

Weeks	Topics and Activities	Assignments and Readings
#1		
T1/10	<ol style="list-style-type: none"> 1. Introductions 2. Approaching Different Audiences (Chimamanda Ngozi Adichie’s “The Danger of the Single Story” and “The Lie”) 3. Ground Rules: A Collaborative List 4. Homework: Researching YOU! 	
TH1/11	<ol style="list-style-type: none"> 1. Syllabus Scavenger Hunt 2. Discussion of <i>EW</i> and Correspondence 3. Shocks and Surprises in Researching YOU! 4. Group Reading: Jeffrey N. Wasserstrom’s “A Mickey Mouse Approach to Globalization” or Stephen Burd’s “College Choices are Limited For Students From Needy Families.” 	<p>READ: <i>EW</i> p. WVU-2—WVU-9; <i>JAC</i> Preface (x-xx); and Corrigan and McNabb’s “P.S.: Your recent email to your professor”</p> <p>DUE: Introduction/Reflection #1 (hard copy to class) and print, sign, and bring to class Course Agreement.</p>
F1/13	Last Day to Register, Add New Courses, Make Section Changes, Change Pass/Fail, and Audit	
#2		
T1/17	<ol style="list-style-type: none"> 1. Reading Quiz 2. Course Goals/Rhetoric: Strategies and Conventions 3. Grammar Moment #1: Word Choice, or, You Need More Than Spellcheck 4. Assignment Sheet for Project 1: The Proposal 	<p>READ: <i>JAC</i> Ch. 1 and Jackson’s “Scientists say giant asteroid could hit earth next week, causing mass destruction”</p> <p>DUE: Personal Course/Grammar Goals/Reflection #2 (1-pg. typed) and Diagnostic Essay (online)</p>
TH1/19	<ol style="list-style-type: none"> 1. Choosing your subject and introducing MLA 2. Sign up for Mini-Grammar Moments 3. Brainstorming and invention of Proposal 	<p>READ: <i>EW</i> 41a-b, pp. 208-214 and <i>JAC</i> p. 140 and Ch. 5</p> <p>DUE: <i>JAC</i>, p. 83, prepare two or three possible topics (in notebook)</p>

<p>#3 T1/24</p> <p>1. Mini-Grammar Moment #2 2. Thinking through sources 3. Introducing APA</p> <p>TH1/26</p> <p>1. Grammar Moment #3 2. Peer Review 3. Assignment Sheet for Project 2: Annotated Bibliography</p>		<p>READ: “A Decent Breakdown,” “This Analysis,” “How To Teach,” Sample Proposals (online); and <i>EW</i> 42a-42c, pp. 255-263. DUE: Outline of Proposal (see especially <i>JAC</i> 91)</p> <p>READ: Paul Jun’s “The Art of Feedback,” Revision handout One; and Revision handout Two DUE: Two hard copies of draft and peer review letter (online)</p>
<p>#4 T1/31</p> <p>1. Preparing for Library Visit 2. Evaluation: The how, why, and when</p> <p>TH2/2</p> <p>Library Visit</p>		<p>READ: <i>JAC</i> Ch. 6 and <i>EW</i> 38a-38d, pp. 186-197, 37a-37e, pp. 178-185. DUE: <i>JAC</i>, pp. 110-111 and 115 (in notebook)</p> <p>Meet in the Downtown Library DUE: Project One: The Proposal (11:59pm electronically)</p>
<p>#5 T2/7</p> <p>1. Mini-Grammar Moment #4 2. Post-Mortem on Library Visit 3. Process Note 4. Viewpoint Exercise</p> <p>TH2/9</p> <p>View Point Exercise</p>		<p>READ: <i>JAC</i> Ch. 3, pay particular attention to fallacies, and Sample Annotated Bibliographies online DUE: First source</p> <p>READ: <i>EW</i> pp. 198-205 DUE: Second Source</p>
<p>#6 T2/14 TH2/16</p>	<p>Small Group Conferences (meet in Colson 333)</p>	<p>DUE: Bring questions and Annotated Bibliography draft to small group meeting.</p>

<p>#7 T2/21</p> <p>TH2/23</p>	<p>1. Mini-Grammar Moment #5 2. Peer Review 3. Assignment Sheet for Midterm Portfolio Project: Guidelines and Rubrics</p> <p>1. Mini-Grammar Moment #6 2. Process Note/Editing Session 3. Self-Assessment/Self-Reflection 4. Assignment Sheet for Project 3: Research Project</p>	<p>READ: <i>JAC</i> Ch. 4</p> <p>DUE: Informal reflection on questions, <i>JAC</i>, 75 and 79 DUE: Annotated Bibliography (by 11:59pm electronically)</p>
<p>#8 T2/28 TH3/2</p>	<p>Midterm Portfolio individual conferences (Meet in Colson 333, not classroom)</p>	<p>READ: <i>JAC</i> CH. 7 DUE: Midterm Portfolio (Bring hard copy to meeting)</p>
<p>#9</p>	<p>SPRING Break March 4 through 12</p>	
<p>#10 T3/14</p> <p>TH 3/16</p>	<p>1. Grammar Moment #7 2. Research Writing as Academic Conversation 3. Passive and Active Voice</p> <p>1. Peer Review 2. Assignment Sheet for Project 4: Persuasive Editorial/Opinion Piece</p>	<p>READ: Jon Wu’s “A Generic College Paper”; Brogan’s “Why Scientists Need to Stop Reading in the Passive Voice,” and sample Research Projects online</p> <p>DUE: <i>JAC</i> p. 143 and Two hard copies of draft of Research Project and letter to peer reviewer (online)</p>
<p>#11 T3/21</p> <p>TH3/23</p>	<p>1. Mini-Grammar Moment #8 2. Process Note/Revision and Editing Mini-Workshop 3. Brainstorm and Invention: Persuading Your Audience</p> <p>Small Group Meetings</p>	<p>READ: <i>JAC</i> Ch. 2 DUE: Research Project (at 11:59pm electronically)</p> <p>DUE: Draft of Project 4</p>
<p>#12 T3/28</p> <p>TH3/30</p>	<p>Small Group Meetings</p> <p>1. Mini-Grammar Moment #9 2. Peer Review 3. Guidelines for Final Portfolios</p>	<p>READ: Examples of Persuasive projects DUE: Draft of Project 4</p> <p>DUE: Two hard copies of persuasive draft and letter to peer reviewer online</p>

<p>#13 T 4/4</p> <p>TH4/6</p>	<p>1. Mini-Grammar Moment #10 2. Process Note/Editing-Revision Workshop</p> <p>1. Assignment Sheet for Final Portfolios 2. Strategies for Revision</p>	<p>DUE: Project Four (by 11:59pm electronically)</p> <p>READ: JAC Ch.8 DUE: Bring one copy of Proposal to be revised</p>
<p>#14 T 4/11</p> <p>TH 4/13</p>	<p>1. Mini-Grammar Moment #11 2. Invention and Brainstorming for Reflective Essay</p> <p>1. Working on Reflective Essay 2. Strategies for Revision</p>	<p>DUE: Inventions/outline/draft of reflective essay</p> <p>DUE: Bring one hard copy of Proposal and Annotated Bibliography projects to be revised</p>
<p>#15 T 4/18</p> <p>TH 4/20</p>	<p>1. Mini-Grammar Moment #12 2. Strategies for Revision</p> <p>1. Revision Workshop 2. Evaluations 3. Final Class Reflections</p>	<p>DUE: Bring draft of Reflective Essay</p> <p>DUE: Bring one hard copy of research project to be revised</p>
<p>#16 T 4/25 TH 4/27</p>	<p>FYI: 4/27 is last day to withdraw from the university.</p> <p>Final Portfolio Individual Conferences</p>	<p>DUE: Final Portfolio (4/27 by 11:59 PM electronically)</p>

Spring 2017: COURSE AGREEMENT

Please sign and return to the instructor

Course # and section: _____

Name (printed legibly): _____

Phone: _____

MIX E-mail address: _____

List any specific personal cognitive or physical challenges you choose to inform the instructor about:

I HAVE READ AND UNDERSTOOD THE SYLLABUS FOR THIS COURSE, AND I
AGREE TO
ABIDE BY THE POLICIES.

Signature: _____

Date: _____

* * * * *

(* * * OPTIONAL * * *)

Permission to Copy Student Work

Permission to copy your work is requested for use in academic purposes (e.g., models for other students, examples of genre, samples for classroom activities, inclusion in teaching portfolios, teaching assessment and research, etc.). Your anonymity is assured. All copies of work will have your name and any references to you removed.

* * * * *

I hereby give permission to have my work copied and/or distributed for anonymous, academic use.

Name: _____

Date: _____

MIX Email: _____