

## English 102: Composition and Rhetoric II

Term: Fall 2015

Section: 047

Time: Tues/Thurs 8:30AM-9:45AM

Location: 110 Woodburn Hall

Instructor: Aaron J. Rován

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Office: Colson Hall 345

Phone Number: 304-293-3107 (messages only)

Office Hours: Tues/Thurs 10AM-11AM

### REQUIRED TEXTS

- English 102 Faculty. *Joining Academic Conversations (JAC)*, 7<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil, 2014. Print.
- Lunsford, Andrea. *Easy Writer (EW)*. 5<sup>th</sup> ed, WVU ed. Boston: Bedford/St. Martin, 2014. Print. ISBN: 978-1-4576-4046-9

### INTRODUCTION

English 102 is designed to build off of the writing skills you learned in English 101 or its equivalent. This class will focus on research and argumentation skills. Class sessions will center on learning the techniques of writing, and each assignment will ask you to demonstrate those skills. At the heart of this class is the belief that writing is a process. That means that you will have opportunities to revise your writing throughout the semester. Throughout this entire class, you will be asked to focus on organization, audience, and purpose.

This specific section of English 102 is themed around the concept of “community.” Each formal writing assignment will require you to think about and write about the idea of community. There are many different ways we will talk about communities, from communities that appear in literature to the concept of discourse communities in communication studies. By the end of the course, you will leave with a better understanding of community and will be able to use the writing skills you learn to help you break into new academic communities.

### ENGLISH 102, WVU’S GENERAL EDUCATION FOUNDATIONS, AND COURSE GOALS

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.
- 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>.

## **POLICIES AND PROCEDURES**

- **Attendance:** You must attend class. I do understand that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons, a few absences are allowed:
  - Since this is a Tues/Thurs class, you are allowed 1 week of class (2 absences) without penalty.
  - Each absence after two may lower your final grade as much as one full letter for each absence.
  - If you miss more than 3 weeks of class (more than 6 classes), you will be assigned a failing grade in 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.

For more information on the attendance policy, see page xv in *JAC*.

- **Paper Conferences:** You will meet with me several times during the semester to workshop your papers. On those days, our regular classes will be cancelled. Each conference will therefore count as a full class day. This means that if you miss a paper conference, you will be counted absent from class and that absence will count toward your total absences in the class.
- **Office Hours:** Office hours are an excellent opportunity to talk one-on-one about your writing and get feedback on your work. You can visit my office in person during my posted office hours or by appointment if you cannot make those times. You can also use the email address on the first page of this syllabus to ask quick questions or notify me of any urgent matters. I will typically respond within 24 hours. I will not, however, review papers via email beyond the regular feedback cycle. If you want me to look closer at your papers, I encourage you to schedule an appointment with me and we can chat about your papers.
- **Academic Integrity:** Academic honesty is a cornerstone of university life. 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 the 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 may also 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 me, a librarian, or one of the Writing Studio tutors in Colson Hall.

- **Technology in the Classroom:** I encourage you to bring your laptop, tablet, or other electronic device to class to support your educational experience. If you do use technology in the classroom, I will expect you to be focused on the material being presented in the class. If I notice that these devices are causing a distraction (you are surfing the web, checking Facebook or other social media, chatting, working on assignments for other classes), I will ask you to put them away.
- **Cell Phones:** All mobile phones should be turned off or set to silent mode. I will not tolerate texting during class. If you must take a phone call due to an emergency, please quietly excuse yourself from the room.
- **Social Justice Statement:** 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 (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.sandbox.wvu.edu/ddei>.

- **Eberly Writing Studio:** The Writing Studio, located in G02 Colson Hall, strives to help all members of the university community learn to become better writers. Their professional and friendly consultants work with writers one-to-one on all stages of the writing process, from note-taking and pre-writing to revision strategies and proofreading techniques. To make an appointment, call 304-293-5788 or visit the Writing Studio website.
- **University Counseling Services:** The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps>, and its phone number (answered 24 hours) is 304-293-4431.

## OVERVIEW OF REQUIRED WORK

This is a portfolio-based class. That means you will not receive a letter grade on each individual assignment, but you will receive lots of feedback on each paper you submit. You will receive an “in-progress” letter grade at midterm that will give you an indication of how you are progressing in the class. You will also receive a final grade at the end of the semester. Those grades will be based on the following breakdown.

*Portfolio (major assignments and reflective writing) = 70%*

This component makes up the majority of your final grade. Your formal writing consists of the final versions of the formal papers plus the reflective component of each portfolio. The formal assignments are:

- Persuasive Essay (4 pages)
- Evaluation Essay (5 pages)
- Proposal Essay (2-3 pages)
- Annotated Bibliography (2 pages)
- Research Essay (7 pages)

Your portfolio will be assessed based off of the rubric on page xiv-xv of *JAC*.

*Short Writing Assignments & Homework = 20%*

These short writing assignments will be due throughout the semester and will help you build the skills that you will use in your formal writing. Because these are informal assignments, you will be assessed primarily on your depth of thought and originality. In other words, punctuation and spelling matter less than the ideas you explore. You will receive grades on these assignments as you turn them in. The highest you can receive for each informal writing assignment is a 5 (A) and the lowest you can receive is a 1 (F). If you do not turn in an informal writing assignment, you will receive a 0.

Important note: All informal writing assignments are due by 11:59p.m. of the day they are listed. Informal writing assignments turned in past the deadline will be subject to grade reductions. For every 24 hours that the assignment is late, one letter grade will be deducted. For example, if the assignment was due on Friday at 11:59p.m. and you hand in the assignment on Saturday at noon, the assignment will be considered late. If the paper would normally receive a B, it will now receive a C because it was turned in late.

For the Informal Writing rubric, see page xiv of *JAC*.

*Participation = 10%*

You will be assessed on how well you participate throughout the semester. Your participation includes being in class on time, being prepared for class by having completed any assigned reading or other work prior to class, remaining attentive during class time, and being an active participant during class discussions. For a detailed rubric, see page xii of *JAC*.

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.

## Day-by-Day Schedule

Two important notes:

1. All written assignments (appearing in **bold**) are due at 11:59p.m. on the day they are listed. All other assignments (appearing in *italics*) are due at the beginning of class.
2. This syllabus is tentative. Minor adjustments may be made as the semester progresses. I will notify you in class and by email if we need to make any changes.

### **Week 1: Introductions**

- Aug. 18      Syllabus and Course Introduction / Academic Integrity Survey
- Aug. 20      (Re)-Introduction to Rhetoric / Introduction to Persuasive Essay / Literary Tools  
*Reading due: "My Own People" by Anzia Yezierska*

### **Due Friday, Aug. 21: Homework 1**

### **Week 2: Persuasive Essay**

- Aug. 25      Thesis Statements / Brainstorming / Annotating Texts  
*Reading Due: "2b Developing a Working Thesis" – JAC pages 21-22*
- Aug. 27      Class Cancelled for Conferences  
*Due at conference: Thesis statement and one paragraph of persuasive essay*

### **Due Friday, Aug. 28: Homework 2**

### **Week 3: Persuasive Essay**

- Sept. 1      Integrating Textual Quotations / Introductions / MLA Format
- Sept. 3      Peer Review: 3 page draft / Introduction to Evaluation Essay  
*Due prior to class meeting: Peer Review Response*

### **Due Friday, Sept. 4: Persuasive Essay**

### **Week 4: Evaluation Essay**

- Sept. 8      Planning the Evaluation Essay  
*Reading due: "Putting Ethnographic Writing in Context" by Seth Kahn (pgs. 175-185)*
- Sept 10      Developing Evaluative Criteria  
*Reading due: "The Concept of Discourse Community" by John Swales  
Sections 2.3 and 2.4, pages 471-475*

### **Due Friday, Sept. 11: Homework 3**

### **Week 5: Evaluation Essay**

- Sept. 15      Finding Sources / Quoting, Paraphrasing, and Summarizing Sources / MLA Citations
- Sept. 17      Logical Fallacies  
*Reading due: "Logical Fallacies" – JAC pages 52-56*

### **Due Friday, Sept. 18: Homework 4**

**Week 6: Evaluation Essay**

Sept. 22 Class Cancelled for Conferences  
*Due at conference: 3 page draft of evaluation essay*

Sept. 24 Organization / Conclusions / Grammar

**Due Friday, Sept. 25: Evaluation Essay**

**Week 7: Midterm Portfolio**

Sept. 28 Introduction to Midterm Portfolio / Writing a Revision Plan

Oct. 1 Reflection

**Due Friday, Oct. 2: Midterm Portfolio**

**Week 8: Proposal Essay**

Oct. 6 Introduction to Proposal and Annotated Bibliography  
*Reading Due: A Modest Proposal*  
*In-class Writing: Response to A Modest Proposal*

Oct. 8 Library Day / Brainstorming

**Due Friday, Oct. 9: Homework 5**

**Week 9: Proposal Essay**

**Oct. 13 No Class—Fall Break**

Oct. 15 Developing Research Questions / Internet Search Skills  
*Reading due: "Taking Research Notes" – JAC pages 99-103*

**Week 10: Proposal Essay**

Oct. 20 Class Cancelled for Conferences  
*Due at conference: 2 page draft of proposal essay*

Oct. 22 Evaluating Sources

**Due Friday, Oct. 23: Proposal Essay**

**Week 11: Annotated Bibliography**

Oct. 27 How to Write an Annotated Bibliography Entry

Oct. 29 Peer Review: 4 annotated bibliography entries  
*Due prior to class meeting: Peer Review Response*

**Due Friday, Oct. 30: Annotated Bibliography**

**Week 12: Research Report**

Nov. 3 Introduction to Research Report / Organizing the Research Report

Nov. 5 Academic Integrity  
*Readings due: "Academic Essay Structure: Form and Content" and  
"Academic Integrity and Citing What You Have Found" – JAC pages 138-140*

**Week 13: Research Report**

Nov. 10 Polishing and Editing

Nov. 12 Peer Review: 5 page draft of research report  
*Due prior to class meeting: Peer review response*

**Due Friday, Nov. 13: Research Report**

**Week 14: Final Portfolio**

Nov. 17 Introduction to Final Portfolio

Nov. 19 How to Write an Introduction  
*Reading Due: Sample Introduction – Title TBA*

**Week 15: Fall Break**

Nov. 24 No Class—Fall Recess

Nov. 26 No Class—Fall Recess

**Week 16: Final Portfolio**

Dec. 1 Conferences

Dec 3. Grammar Day

**Week 17: Final Portfolio**

Dec. 8 Last Day of Class

**Due Tuesday, Dec 8 by midnight: Final Portfolio**