

# English 102: Composition, Rhetoric, & Research

Section 500 (TR 9:30 – 10:45 a.m. 314A PER 10954); Section 500 (TR 11:00 – 12:15 p.m.. 314A PER 12538); Section 503 (TR 2:00 – 3:15 p.m. 314A PER 14394)

**Lecturer: Amy Wilson**

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Office hours: TR 12:15 – 2:00 p.m. (707 Allen)--by appointment only please

Term: Spring 2017

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Consider this assertion:

*“The strokes of the pen need deliberation as much as the sword needs swiftness.”*

~Julia Ward Howe (1819-1910), writer, reformer, poet

**Overview:** Those of us who teach in the writing program at WVU 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.

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.

**Attendance Policy:** Attendance is expected, and I consider punctuality respectful. Be aware that class work cannot be made up (see JAC xii – xiii). I will pass around an attendance sheet in class. **It is your responsibility to sign your own name to the attendance sheet and likewise your responsibility to read *Joining Academic Conversations* (xii) for details regarding WVU's specific attendance policies.** Please do not be naïve to the crucial fact that you must attend class. Furthermore, late work will not be accepted. If you must miss class, it's **your responsibility** to get homework to me somehow. Students may be penalized up to one letter grade for each additional absence (after the first week--starting on absence 4 MWF or 3 TTh). Students who miss more than 3 weeks of class are assigned a grade of F (starting at 10 days MWF or 7 days TTh).

## Texts:

- *English 102: Joining Academic Conversations.* (most recent edition)
- Forni, P.M. *Choosing Civility: The Twenty-Five Rules of Considerate Conduct.* New York: St. Martin's Griffin, 2002
- Lunsford, Andrea A. *Easy Writer.*—most recent edition
- A dictionary and thesaurus will also be very helpful.

*Regarding Choosing Civility:* “It made me laugh, it made me cry, it made me mad, and it almost made me a nicer person” (Fall 2014 student reflection comment).

**Grading:** Holistic. Please note that any work deserving an “F” will be recorded as a zero/no credit. **Plagiarized work (and any work where cheating is involved) will not only result in a zero for that assignment but also may very well earn you a big fat F in the course. “Academic dishonesty involves representing as your own work any part of work done by another” (JAC xvi). Please refer to *Joining Academic Conversations* (xvi) for definitions and further explanations. Do your own work. Cheating is intolerable, not to mention rude!**

I look at it this way: if you come to every class, do all of the assignments to par, participate appropriately and regularly, and truly *try*, you can probably expect to pass. Your grade improves as the quality and caliber of your work and effort improve. In other words, do not expect an “A” simply because you attend and do all of the work. Surprisingly, many students are under this crazy impression.

**Class Style:** Class style will be a combination of lecture, discussion, and workshop. Keep in mind that course topics will generally be controversial. Foul language is impermissible, either in writing or discussion. Respect is key. Please remove hats, and please silence your cell phones during class time. Especially **do not even let the thought of texting during class cross your mind.** *Note that if you text during class you will automatically receive an F for the class participation component for the course.* Also note that if you have your phone out, I will assume that you are texting.

**Portfolio (70%):** These are biggies. Portfolio/formal writing comprises 70% of your final grade in the course. Invest in a POCKET folder. The writing process will begin in class. You will go through several writing stages: the free-writing, rough drafting, conferencing, peer evaluation/editing, and subsequent revision stages before submitting a final version for a grade. Please refer to *JAC* (xiv - xviii) for procedural criteria regarding written assignments. Specifically, you’re looking at:

- **Annotated Bibliography** (7- 10 pages, 10 sources – does NOT include your primary text)
- **Critical Analysis** (4 – 5 pages): evaluation of whether or not an author makes a successful argument in a text that I will provide.
- **Proposal** (2 pages)
- **Outlines** (two, in cluster format per class instruction)
- **Position paper** (6-10 pages, around 8 sources<sup>\*</sup>): a defense or refute of an argument from a selection I will provide.  
\*not necessarily all from your annotated bibliography (that would be too ideal) and not from your primary text.
- **Reflective Evaluation** (2 – 3 pages): critical analysis of your position paper

#### **Short Write Folder (20%)**

You will need an additional folder for this. Short (“informal”) writing might include reading responses, short analyses, or other smaller assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect 8-16 such informal writing assignments that will be submitted together in the form of a miniature portfolio. These assignments are designed to aid you in your critical thinking/reading/writing endeavors for this course and are NOT revisable.

#### **Participation (10%)**

Participation is assessed 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. In other words, attendance does not equal participation. My *perception* of your commitment and attitude will play a large role in this overall grade; therefore, if you have a bad attitude, it will be in your best interest to drop this class. You are welcome to talk to me if you have questions about your progress in the class.

**Additional notes regarding all assignments:** *I expect all work to be thoughtful, reasonable, organized, well developed, and professional—essentially, college level material!*

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. All work submitted for a grade must be typed in Times New Roman font in a size no larger than 12, double space, 1 inch or standard margins, with no extra spacing between paragraphs.

#### **Email etiquette:**

- ✓ always have a proper subject heading
- ✓ greet me and sign off appropriately
- ✓ avoid slang and texting abbreviations/lingo
- ✓ NEVER use the word “hey” anywhere in a message to me
- ✓ proofread for grammar and tone

**Additional note regarding disability services:** Please be aware of the support services available to you “[i]f you have a documented learning disability...or any other special need that might affect your performance or participation in class” (JAC xiii). For further information, be sure to visit [www.wvu.edu/~socjust/disability/](http://www.wvu.edu/~socjust/disability/). The Office of Disability Services is now the Office of Accessibility Services, located in the Suncrest Plaza.

**Additional note regarding the class in general:** In *RUDE: Where Are Our Manners?* (a short documentary that I sometimes show), it is argued that a concern for self-esteem has replaced a concern and effort for competency in academia. An example used to help show this: instead of asking students to write a report on Napoleon Bonaparte, educators ask students to write a paper on how they spend their summer vacations (np). Just for your information only, this class will focus on competency, which in turn in the long run, if achieved, will naturally affect your self-esteem in a positive (I dare say *very* positive) way.

**Writing Studio:** (304)293-5788

## Spring 2017 Class Schedule for English 102

- Subject to change as needed
- Keep up with the schedule in the event of class cancellation or delay due to bad weather

Tuesday	Thursday
<p><i>January</i></p> <p>10  <b>PreLiMinAriEs &amp; featherbuilding...</b>  Class Activities: grammar review &amp; plagiarism workshop</p> <p><b>Due Today:</b></p> <p>--Buy the books (all 3!) &amp; three pocket folders  --Print off your own copy of the syllabus &amp; bring it to every class</p>	<p>12  Class Activities: possibly grammar review cont'd &amp; course introduction and expectations &amp; heart-to-heart regarding feather building &amp; visual rubric (w/explanation of holistic grading) &amp; diagnostic writing exercise – step one</p> <p><b>Due Today:</b></p> <p>--grammar exercises  --Take a little gander at your <i>Easy Writer</i>, paying particular attention to the segments on pronouns, comma splices, fused sentences, sentence fragments, and conciseness. If this is not a mere review for you, please see me.  -- <b>Short Write (SW for short)#1:</b> interpret Howe's quote from page one of the syllabus (a couple of sentences will suffice)  --Your personal commitment to pass this class.</p>
<p>17  Class Activities: rhetoric recognition in classical argument &amp; critical reading leading to critical thinking &amp; structuring an argument &amp; diagnostic rewrite – step two (w/ “how to frame quotes” lecture)</p> <p><b>Due Today:</b></p> <p>--Read JAC introductory section and up through Goal 3 (don't do any worksheets unless stipulated otherwise in class)  --Read “Letter From Birmingham Jail” by Martin Luther King, Jr (look it up online &amp; print off &amp; bring with you to class) &amp; do <b>SW #2: Reading Response (Prompts for all reading response short writes are listed at the end of the syllabus; response should be ONE page minimum, spending most of your time on prompt 2)</b></p>	<p>19  Class Activities: how to outline</p> <p><b>Due Today:</b></p> <p>--Read “A Modest Proposal” by Jonathan Swift (look it up online &amp; print off &amp; bring with you to class) &amp; do <b>SW #3: Reading Response</b> (see end of syllabus for prompts)</p> <p><b>Due during class:</b></p> <p>--practice cluster outlines</p>

<p>24 Class Activities: how to outline &amp; assess hooks, introductions &amp; body paragraphs</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--Diagnostic writing exercise – all three drafts (third draft typed. NOTE: these are NOT short writes)</li> <li>--Read road rage arguments (I will post on ecampus) and do reading responses for each as <b>SW #4</b> and <b>SW #5</b>.</li> </ul> <p><b>Due during class:</b></p> <ul style="list-style-type: none"> <li>--Workshop outlines, responses, &amp; hook revisions</li> </ul>	<p>26 Class Activities: Ad analysis with your rhetoric partner. Together, find and assess an ad per logos, pathos, ethos (paying particular attention to pathos). You will need to attach the ad to your group work.</p>
<p>31 <b>Civility!</b> Class Activities: critical thinking regarding rhetoric that shapes us... a lesson in manners</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--Collaborative ad assessment with ad attached</li> <li>-- <b>SW #6:</b> Free-write regarding what you know or think about <i>civility</i>: what does it mean? How is it accomplished? What are key rules of civil conduct in everyday life? (about a page)</li> </ul> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--Familiarize yourself with JAC Goals 4 &amp; 5</li> </ul>	<p><b>February</b></p> <p>2 Class Activities: discussion re: “happy life” vs. “well balanced life” and how Forni’s rules can satisfy either &amp; heart-to-heart regarding the writing process</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--<b>SW7:</b> Choose four of Forni’s rules from the Table of Contents and defend or refute each one as a means to achieving personal happiness. Provide supporting points/rationale for your position on each.</li> </ul>
<p>7 Class Activities: : LIBRARY INSTRUCTION (Evansdale Library, room 130) – I think</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--Tentative cluster outline for my approval</li> </ul>	<p>9 Class Activities: how to construct an annotated bibliography and why it is important despite that it might make you cry</p>
<p>14 Class Activities: MLA workshop – bring your Easy Writer to class</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--<b>SW #8:</b> sample annotated bib entry, using one of our readings from the reading response pool as your source (important note: this sample must be accompanied by a revised version of the same in your short write folder)</li> </ul>	<p>16 Class Activities: researching and rough drafting re: annotated bibliography...optional conferencing available</p>
<p>21 Class Activities: recognizing fallacy &amp; Mid-Term Reflection prompts (Mid-Term Reflection is <b>SW #9</b>)</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>-- <b>Annotated Bibliography (10 sources)</b></li> <li>--Review logical fallacies section in JAC &amp; <i>be sure to bring with you to class</i>.--Review JAC section re: common fallacies. <i>Be sure to bring this text with you to class</i>.</li> </ul>	<p>23 Class Activities: considering Forni’s claims &amp; how to test them</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--<b>Short Write Folder, Part I</b> (SW's #1 – #9)</li> <li>--Read Part I of Forni’s <i>Choosing Civility</i> (hereafter, simply Forni) and Rules of Conduct 1 – 8 (up to page 73)</li> </ul>
<p>28 Class Activities: forming positions continued &amp; field testing Forni</p> <p><b>Due Today:</b></p> <ul style="list-style-type: none"> <li>--Read Forni’s Rules of Conduct 9 – 25 (up to page 160)</li> </ul>	<p><b>March</b></p> <p>2 Class Activities: critical analysis run-through, using road rage texts to assess</p> <p><b>Due Today:</b></p>

<p>--SW #10 and SW #11: log entries regarding any of Forni's rules of considerate conduct (<b>note: questions regarding the conduct log are listed at the end of the syllabus; response should be one page minimum for each short write, so test enough rules to meet this length requirement</b>)</p>	<p>--Read Forni Part III (to the end of book)</p> <p><b>Due Today by the end of class:</b> collaborative c/c work</p>
<p>7 SPRING BREAK</p>	<p>9 SPRING BREAK</p>
<p>14 Class Activities: strategizing for the Critical Analysis: the real deal</p> <p><b>Due Today:</b> --outline for my approval (that indicates the better argument and grounds for why)</p>	<p>16 Class Activities: rough drafting</p>
<p>21 Class Activities: peer editing workshop</p> <p><b>Due Today:</b> --Bring 3 copies of your critical analysis draft &amp; 2 copies of the peer editing checklist (attached to this syllabus) for the workshop. (Important note: you will <i>not</i> receive credit for the workshop if you are late for the workshop or if you do not come to class with three copies of your paper &amp; 2 copies of the checklist, even if you throw a tantrum.)</p>	<p>23 Class Activities: how to write a proposal &amp; “Rude: Where Are Our Manners?” documentary discussion (if time allows)</p> <p><b>Due Today:</b> --<b>Critical Analysis</b> (5 pages minimum, plus works cited page, approved cluster outline, and peer editing checklists in pocket folder)</p>
<p>28 Class Activities: position paper prep</p> <p><b>Due Today:</b> --finalized outline for position paper (taking position on one of Forni’s overall claims or rules and three reasons why you are defending or refuting such) --<b>Proposal</b> (2 – 3 pages)</p>	<p>30 Class Activities: rough drafting re: position paper</p>
<p><i>April</i> 4 Class Activities: peer editing workshop</p> <p><b>Due Today:</b> --Bring 3 copies of your draft &amp; 2 copies of the peer editing checklist (attached to this syllabus) for the workshop. (Important note: you will <i>not</i> receive credit for the workshop if you are late for the workshop or if you do not come to class with three copies of your paper &amp; 2 copies of the checklist, even if you throw a tantrum.)</p>	<p>6 Class Activities: discussion of reflection evaluation (for formal writing portfolio), revision strategies, &amp; conference scheduling</p> <p><b>Due Today:</b> --<b>Position Paper</b> (6 – 10 pages, etc...see previously list of what needs to be in your folder)</p>

11 Class Activities: group conferencing & writing workshop for other interested parties .	13 Class Activities: group conferencing & writing workshop for other interested parties
18 Class Activities: group conferencing & writing workshop for other interested parties	20 Class Activities: group conferencing & writing workshop for other interested parties
25 Class Activities: debate workshop & discussion of final reflection memo prompts ( <b>SW #12</b> )  <b>Due Today:</b> <b>--PORTFOLIO revisions</b>	27 Class Activities: sappy good-byes & portfolio retrieval sign-up sheets  <b>Due Today:</b> <b>--SW Folder, Part II (SW's #9 - #12)</b>
X	X

### **Finals Week: Week 17**

**Portfolio Pick-up: \_\_\_\_\_**

## **Reading Responses:**

These responses are partially analytical, partially reflective in nature. Be as detailed as possible in your answers. Demonstrate an understanding of the text you read. In full, you will address these 4 questions:

1. What is the author's thesis (argument)?
2. What means of support does the author use in proving the argument? (Be specific)
3. From a critical viewpoint, is the argument reasonable, or are there flaws in the argument? (If flawed, explain how.)
- 4. How do you personally feel about the argument?**

## **Conduct Log:**

Answer the following questions regarding your experience with the rule of considerate conduct:

1. Which rule did you employ?
2. How did it play out?
3. What was the end result/reaction of your conduct?

### **ATTENDANCE POLICY FOR WRITING CLASSES** **Effective Spring Semester 2010**

This course involves you directly in writing, reading, researching, and responding. It is a class that encourages collaborative learning through small and large groups, formal and informal writing activities, and peer response and conference activities. Because the course depends on your active preparation for every class and your active involvement during every class meeting, regular and on time attendance and active participation are critical to your success in this class.

- On a MWF schedule, each student is allowed up to three absences. The fourth absence from a M-W-F class will compromise your grade *as much as* one full letter. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who miss 6 or more MWF classes will fail the course.
- On a T-Th schedule, each student is allowed up to two absences. A third absence will result in the loss of up to one letter grade for the course. Each subsequent absence will result in the further loss of up to one letter grade. Thus, students who miss 5 or more T-Th classes will fail the course.

All absences (excused or unexcused) will count toward the total number, and this policy is in effect from your date of registration. You are responsible for making up any work you may miss by failing to attend class, even if the absence is necessitated by illness or personal emergency.

Responsibilities When Absent for Illness, Injury, or Personal Emergency. If you have a contagious illness (such as the flu), severe injury, or a critical personal problem, you must, of course, take care of yourself. You do, however, have an obligation to notify your instructor immediately (within 24 hours) and you must arrange to complete any missed work. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track.

Responsibilities When Absent for University Activities or Religious Observance. In the case of university activities and religious observance, you must notify the instructor in writing *two weeks prior* to the date missed and arrange to complete any missed work. Your teacher will give you clear guidelines for the ways you can make up for absences and stay on track.

Make-up Assignments. Make-up work may include further short-writing, online work, telephone or email collaboration, conferencing or peer review, and other activities assigned by your instructor. If you fail to turn in make-up assignments in a timely manner (usually within a week of your return to class) or if the make-up assignments are of insufficient quality, your grade will be penalized.

Avoiding Extended Absences. Students anticipating an extended absence of more than three consecutive class meetings or a total of five or more total absences, should take the course in another semester. Multiple absences necessarily limit your academic success in this class. 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.

#### **Adverse Weather Commitment Syllabus Statement**

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (by X o'clock/X hours before class starts), using (MIX/Gmail/eCampus/Twitter/Facebook/text message) to prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

[adopted 9-8-2014]

Our program requires the Inclusivity and Academic Integrity statements as set forth by the University. Other statements are optional. A list of syllabus statements can be found at <http:// facultysenate.wvu.edu/curriculum-dev> under "Syllabus Elements."

