

EngLish102: ComposiTion&RhetorIc

Section 024 (MWF 12:30 – 1:20 111 Clark 15697); Section 401 (TR 9:30 – 10:45 a.m. 315 PER-E 11203); Section 403 (TR 11:00 – 12:15 p.m. 315 PER-E 13573n)

Lecturer: Amy Wilson

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Office hours: MWF 10:00 – 11:00 (325 Colson) --by appointment only please

Term: Spring 2013

“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.

Texts:

- *English 102:Joining Academic Conversations*. 7th 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*. 4th ed. Boston: Bedford/St. Martin’s, 200?—most recent addition
- A dictionary and thesaurus will also be very helpful.

Grading: 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!***

Late work will not be accepted. If you must miss class, it’s **your responsibility** to get homework to me somehow. Again, class work cannot be made up.

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.

Portfolios: These are biggies. Invest in two (2) pocket folders. 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:

Portfolio 1: Critical Analysis (25%)

- Analysis (5-6 pages): You will analyze an argumentative text from a pool of essays that I will give you in class. Identify the major parts of the argument—claim, support, warrant—as they have been defined in our class reader. Evaluate whether the author makes a successful or unsuccessful argument. You must find at least one other source (in addition to the primary source provided) that provides insight to, or information about, the author of your primary text. This source should ideally be scholarly and found through WVU's databases, as outlined in the library instruction and can only be used once in your paper.

Portfolio 2: Research and Argument in the form of a Position Paper (35%)

- Annotated Bibliography (7+ pages, 10 sources – does NOT include your primary text): The Annotated Bibliography is an important step in creating your final paper. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, and Lexis-Nexis. Your primary text will not count as a source for the annotated bibliography.
- Position paper (8-10 pages, 8 sources*): Specifically, you will defend or refute an argument from a pool from our reading material that we will discuss in class. Your position will be that you are in agreement or disagreement with that particular argument. Within the course of the development of your thesis, you will be required to address one counterargument, which may be no less than three sentences and no more than one page. Methods of evidence: major databases; visits to the term paper clinic or reference library; interviews (if applicable); even BOOKS, etc.

*not necessarily all from your annotated bibliography (that would be too ideal)

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 (20%)

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 note 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.

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/.

Writing Center hours: (293-5788)

Monday & Wednesday: 10:00 a.m. – 5:00 p.m. @ Main Writing Center in G02 Colson & 7:00 p.m. – 9:00 p.m. in the Library Learning Commons (first floor of Downtown Library)

Tuesday & Thursday: 10:00 a.m. – 7:00 p.m. @ Main Writing Center

Friday: 10:00 a.m. – 3:00 p.m. @ Main Writing Center

Spring 2013 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

Monday	Wednesday	Friday
<p><i>January</i> 14 PreLiMinAriEs... Class Activities: preliminary diagnostic exercise & grammar review Due Today: --Buy the books --Print off your own copy of the syllabus & bring it to every class</p>	<p>16 Class Activities: course introduction and expectations; visual rubric ; heart-to-heart regarding email etiquette (see p. 7 of syllabus) Due Today: --Read <i>Easy Writer</i> segments on pronouns, comma splices, fused sentences, sentence fragments, and conciseness Special note: If this is not a mere review for you, please see me. --Read JAC introductory section and up through Goal 2 (you may skip the pages marked “Activity” for now) --Your personal commitment to this class.</p>	<p>18 Class Activities: grammar review continued from Monday & an intro to rhetoric recognition in general Due during class: --Short Write (SW) #1 rhetoric recognition and assessment exercises</p>
<p>21 – NO CLASS – MLK Day</p>	<p>23 AnALysIs Class Activities: rhetoric recognition and assessment... Due Today: --Read JAC Goal 3 --Read “I Have a Dream” speech by Martin Luther King, Jr (look it up online & print off & bring with you to class) & do SW #2: Reading Response (Add'l note: questions to consider for all reading response short writes are listed at the end of the syllabus; response should be one page minimum)</p>	<p>25 Class Activities: understanding rhetorical proofs via zombie consideration Due Today: --Read “Our Mutual Joy: The Religious Case for Gay Marriage” by Lisa Miller (look it up online – originally published in <i>Newsweek</i>— print off & bring with you to class) & do SW #3: Reading Response Due Today by end of class: --Survival letter</p>

<p>28 Class Activities: visual rhetoric vs. written rhetoric</p> <p>Due Today: --Read "A Modest Proposal" by Jonathan Swift (look it up online & print off & bring with you to class) & do SW #4: Reading Response</p> <p>Due during class: --SW #5: visual rhetoric introspection (no length stipulation)</p>	<p>30 Class Activities: critical reading leading to critical thinking & structuring an argument</p> <p>Due Today: --Read "The Singer Solution to World Poverty" by Peter Singer (look it up online & print off & bring with you to class) & do SW #6: Reading Response</p>	<p><i>February</i> 1 Class Activities: how to outline</p> <p>Due Today: --Read "Bring Back Flogging" by Jeff Jacoby (look it up online & print off & bring with you to class) & do SW #7: Reading Response</p> <p>Due during class: --cluster practice exercises</p>
<p>4 Class Activities: the evils of plagiarism</p> <p>Due Today: -- Read <i>Joining Academic Conversations</i> (hereafter, lovingly, JAC) p. 140 - 143. --Do pgs 71 - 72 #1 & #2 in your JAC (not on separate paper).</p>	<p>6 Class Activities: establishing criteria for analysis</p> <p>Due Today: -- A list of movies that you consider "good" with rationale as to why you like them</p>	<p>8 Class Activities: writing a critical analysis – an official run-through</p> <p>Due Today: --SW #8: analysis of a movie of your choice per class criteria for good film (2 pages in length)</p> <p>Today (by end of class): --cluster outline for group critical analysis</p>
<p>11 Class Activities: critical analysis run-through cont'd...</p> <p>Due Today: --Familiarize yourself with JAC Goals 4 & 5...paying particular attention to p. 126-127</p> <p>Due Today (by the end of class): Group analysis of the effectiveness of your chosen argument (2 pages & attach a works cited entry for the editorial – see Easy Writer for how to do this)</p>	<p>13 Class Activities: framing quotes & incorporating sources into your body & strategizing for portfolio 1</p> <p>Due Today (by the end of class): --SW #9: practice body work with stipulated ground (1 page – this must accompany the revision you will do for the short write folder)</p>	<p>15 Class Activities: rough drafting & heart-to-heart regarding my role in your writing process</p> <p>Due Today: --Text decision for Portfolio 1; --Cluster outline</p>
<p>18 Class Activities: rough drafting</p> <p>Due Today: -- Introductory material for my perusal [--SW #9 revised: body work revision per my comments (1 page—attach original with my comments)]</p>	<p>20 Class Activities: rough drafting and potential optional conferencing regarding your progress</p>	<p>22 Class Activities: peer editing workshop & revision strategizing</p> <p>Due Today: Analysis draft (5-6 pages, bring 3 copies of draft & print 2 copies of peer review checklist from ecampus). SIDE NOTE: <i>you will not receive class credit if you do not bring 3 copies of your paper.</i></p>

<p>25 Class Activities: mid-term reflection prompts</p> <p>Due Today: Revised Portfolio 1 Analysis (in folder with all relevant work, including approved outline, rough draft material, class work, peer editing sheets, and a works cited page).</p>	<p>27 Class Activities: recognizing fallacy</p> <p>Due Today: --Review JAC p.49 - 50 (<i>Be sure to bring with you to class.</i>) --SW #10: mid-term reflection (no length stipulation as long as you are answering the prompts to the best of your ability) --Short Write Folder, Part I (SW's #1 – #10)</p>	<p><i>March</i> 1 Class Activities: LIBRARY INSTRUCTION (136 Downtown Library)</p>
<p>4 PositioN... Class Activities: critical thinking regarding rhetoric that shapes us... a lesson in manners</p>	<p>6 Class Activities: dissecting larger argumentative texts</p> <p>Due Today: --Read Part I of Forni's <i>Choosing Civility</i> (hereafter, simply Forni)</p>	<p>8 Class Activities: field testing Forni</p> <p>Due Today: --Read Forni's Rules of Conduct 1 – 8 (up to page 73)</p>
<p>11 Class Activities: field testing Forni</p> <p>Due Today: --Read Forni's Rules of Conduct 9 – 20 (up to page 130) --SW #11: log entry regarding rule of considerate conduct (note: questions regarding the conduct log are listed at the end of the syllabus; response should be one page minimum)</p>	<p>13 Class Activities: field testing Forni</p> <p>Due Today: --Read Forni's Rules of Conduct 21 – 25 (up to page 160) --SW #12: log entry regarding rule of considerate conduct (note: questions regarding the conduct log are listed at the end of the syllabus; response should be one page minimum)</p>	<p>15 Class Activities: organizing and proving a position & strategizing for portfolio 2 in general</p> <p>Due Today: --Read Forni Part III (to the end of book) --SW #13: log entry regarding rule of considerate conduct (note: questions regarding the conduct log are listed at the end of the syllabus; response should be one page minimum)</p>
<p>18 Class Activities: proving positions & discussing the strategy of counter-argument</p> <p>Due Today (by end of class): --SW #14: free write & prompt responses regarding various assertions (choose 4, 2 pages total), along with proper documentation</p>	<p>20 Class Activities: understanding the importance of the annotated bibliography</p> <p>Due Today: --Review JAC p. 123 – 124 & 144</p> <p>Due Today (by the end of class): --SW #15: sample annotated bibliography (no length stipulation – this will accompany your revised version in your short write portfolio) --position decision for portfolio 2</p>	<p>22 Class Activities: strategy & organization ... & potential consultation</p> <p>Due Today: Tentative thesis statement reflecting your position for portfolio 2 and cluster outline</p>
<p>25 —NO CLASS – SPRING BREAK</p>	<p>27 —NO CLASS – SPRING BREAK</p>	<p>29 —NO CLASS – SPRING BREAK</p>

<p>April 1 Class Activities: rough drafting Due Today: --Proof of progress regarding your annotated bibliography --Finalized thesis statement & outline &, ideally, an introduction. (NOTE: if any changes have been made to your outline – this is the end all, end all due date for finalization) [--SW #15 revised: revision of annotated bib sample per my comments (original work with my comments must be attached)]</p>	<p>3 Class Activities: library day (class time is yours to devote to portfolio 2)</p>	<p>5 Due Today: --Annotated Bibliography re: Portfolio 2 (10 sources) (the rest of class time is yours to devote to portfolio 2 drafting)</p>
<p>8 Class Activities: rough drafting & conferencing regarding your progress</p>	<p>10 Class Activities: writing workshop Due Today: Draft portions & list of obstacles (if any)</p>	<p>12 Class Activities: peer editing workshop Due Today: Position draft (8-10 pages, bring 3 copies of draft - whatever you have finished thusly - & print 2 copies of peer review checklist from ecampus). SIDE NOTE: <i>you will not receive class credit if you do not bring 3 copies of your paper</i></p>
<p>15 Class Activities: discussion of final reflective memo regarding portfolio 2, its connection to course goals, and how it fulfills criteria for good argument (2 pages) Due Today: Revised Portfolio 2 Position paper (in folder with all relevant work, including approved outline, rough draft material, class work, peer editing sheets, & works cited page).</p>	<p>17 Class Activities: group conferencing with first half of the alphabet re: portfolio 1 critical analysis & writing workshop for those not in this group</p>	<p>19 Class Activities: group conferencing with second half of the alphabet re: portfolio 1 critical analysis & writing workshop for those not in this group</p>
<p>22 Class Activities: debate workshop (part I) Due Today: --Portfolio 1 revisions --SW #16: final reflective memo (2 pages)</p>	<p>24 Class Activities: group conferencing with first half of the alphabet re: portfolio 2 position paper & writing workshop for the those not in this group</p>	<p>26 Class Activities: group conferencing with second half of the alphabet re: portfolio 2 position paper & writing workshop for those not in this group</p>

29 Library day (devote class time to revision work)	<i>May</i> 1 Debate workshop (part II) Due Today: -- Portfolio 2 essay revisions	3 Class Activities: sappy good-byes & follow ups & portfolio 2 retrieval sign up sheets Due Today: --Short Write Folder, Part II (SW's #11 - #16)
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You made it!!!

Week 17: Final Exam Week: May 6+

Portfolio Pick-Up: _____

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

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.