



**English 102 Composition and Rhetoric, Section 020**  
**Spring Semester, 2014 • MWF: 11:30-12:20**  
**111 Clark Hall • Downtown Campus**

**Instructor:** Ms. Amanda Bailey

**Office:** Colson Hall G03

**Office Hours:** MWF 10:30-11:20

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**Phone:** 304-293-3107 (Messages only)

**Required Texts:**

- English 102 Faculty. *English 102: Joining Academic Conversations*. 6<sup>th</sup> ed. Plymouth: Hayden-McNeil, 2013. Print.
- Lundsford, Andrea. *Easy Writer*. 4<sup>th</sup> ed, WVU ed. Boston: Bedford, 2010. Print.
- Muller, Gilbert. *The Brief McGraw-Hill Reader: Issues Across the Disciplines*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2012. Print. ISBN: 978-0-07-340599-5
- assorted readings on eCampus

**Course Introduction:**

English 102 is a course designed to pick up where English 101 (or its equivalent) left off with an emphasis on analysis and argument. (If you think of Engl 101 as a course about “explaining and describing,” think of Engl 102 as focusing on “making claims and providing evidence.”) You will be given opportunities to engage in academic discussions as well as to investigate and explore the role of pop and local culture in our everyday lives. This course will delve into the genres of text analysis, annotated bibliographies, research proposals, and argumentative/persuasive essays. Frequent writing assignments and larger papers will be used as a way for you to practice your writing skills and explore complex issues through critical thinking. \*\*Keep in mind that this is a portfolio-based class, which means you will *not* receive a letter grade on each individual assignment; rather, throughout the semester, you will receive extensive feedback on major assignments including a letter grade at the midterm point (an in-progress grade). Your final grade will be determined largely by your final portfolio which will consist of revised essays from throughout the semester.

**Course Goals:**

Our class has five major goals. Each student can expect to:

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 of writing

## **Policies and Procedures:**

**Attendance:** Each student is allowed **up to three absences**. Please reserve these for emergencies. A fourth absence will compromise your grade as much as one full letter grade. Each subsequent absence will result in the further loss of up to one letter grade. *Note:* All absences including “excused” absences will count towards the total number allowed, and this policy begins the day you are registered in the course.

If you are habitually late to more than five meetings per semester, your instructor has the right to record that repeated pattern as an absence. If you consistently come to class unprepared and so are unable to participate in class activities, the instructor may choose to count those days as absences.

**Cheating/Plagiarism:** The English 102 community assumes your honesty. Students are expected to be familiar with the sections on Academic Honesty in the University Student Conduct Code, Policy Bulletin 31, which is online at: <http://studentlife.wvu.edu/student-conductcode.html>. We also expect students to submit their own *original* work. If you are using a similar assignment for more than one class, permission must be obtained from the instructors of both classes. Failure to disclose recycled or dual-submission work may result in an automatic F.

**Computers & Cell Phones:** Because of the potential disruption to class involvement and integrity, please turn off your cell phones, put them out of sight, and refrain from texting in class. If the class is meeting in a computer classroom, please be sure you are using the computers only as instructed for the day’s class session. If your instructor has to discuss appropriate technology use with you more than once, you may be asked to leave and you will be counted as absent for that day. If there is an unusual circumstance where you must leave your phone on, please speak to your instructor privately *before* class.

**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 talk to your instructor. Also, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee’s): 304-293-6700 or <http://accessibilityservices.wvu.edu/>.

**Writing Center:** The Writing Center, located in G02 Colson Hall, offers one-on-one or small group conferencing sessions on all stages of writing. The WVU WC’s mission is to help students become better writers, and provides a supportive environment where students can develop knowledge, reflect on their work, and build confidence (call 304-293-5788 to make an appointment or visit [http://english.wvu.edu/centers/centers/writing\\_center](http://english.wvu.edu/centers/centers/writing_center)).

**University Counseling Services:** The Carruth Center for Psychological and Psychiatric Services provides services and programs designed to support students’ mental health. The Center is located in Student Services Building, 3<sup>rd</sup> floor (304-293-4431).

**Social Justice Statement:** WVU and any of its branches are committed to social justice. Your instructor concurs with that commitment, and expects to maintain a positive learning

environment based upon open communication, mutual respect, and non-discrimination. Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

### **Response & Evaluation:**

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 midterm point and again at the end of the semester. Your midterm and final grades are based on the following percentages:

- **Final Portfolio** (based on major assignments & reflective writing) = **70%** of total grade
  - 1<sup>st</sup> major writing assignment = roughly 20% of portfolio grade
  - 2<sup>nd</sup> major writing assignment = roughly 20% of portfolio grade
  - 3<sup>rd</sup> major writing assignment = roughly 8% of portfolio grade
  - 4<sup>th</sup> major writing assignment = roughly 8% of portfolio grade
  - 5<sup>th</sup> major writing assignment = roughly 30% of portfolio grade
  - Self-Reflective Memo = roughly 12% of portfolio grade
  
- **Short Writing Assignments & Homework** = **20%** of total grade
  
- **Participation** = **10%** of total grade

Please refer to *JAC* for information about 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.

### **Late Work Policy:**

Due to the fast-pace style of this course, it has been deemed unfair to both student and instructor for late work to be accepted past the due dates. Students should note that much of the short writing assignments that will be collected for credit will be done in small groups or individually *during* class time and therefore cannot be made up later.

In regards to the five major writing assignments (that will make up each student's portfolio), if a student is unable to be present on a day when a major paper assignment is due, he or she should make arrangements beforehand with the instructor to turn the assignment in early.

\*\*If the absence is due to an unexpected emergency and prior arrangements are unable to be made ahead of time, the student is expected to email a copy of the assignment to the instructor on that day AND bring in a hard copy the following day to receive full credit for the assignment.\*\*

**Course Schedule:**

*Note:* this schedule is subject to slight changes; however, the instructor will make every effort to inform students about changes as soon as possible.

Key: *JAC: Joining Academic Conversations*

*MG-H: McGraw Hill Reader*

*EW: Easy Writer*

DATE	CLASS DESCRIPTION	MATERIALS NEEDED	HW ASSIGNED FOR NEXT CLASS
<b>Week 1:</b> Wed Jan 8	Introduction to course & Instructor Go over syllabus Begin diagnostic writing sample	none	<ul style="list-style-type: none"> <li>•Type &amp; return diagnostic writing sample (1-2pgs, double-spaced)</li> <li>•Buy textbooks (if you haven't already)</li> <li>•Sign Course Agreement</li> </ul>
Fri Jan 10	Intro to ASSIGNMENT 1: Advertisement Analysis Project	none	<ul style="list-style-type: none"> <li>•on eCampus: read "Language of Advertising Claims" &amp; take notes</li> <li>•Respond to discussion question on class forum (eCampus)</li> </ul>
<b>Week 2:</b> Mon Jan 13	Audience Exploration Discussion & Activity	Notes from "Language" reading	<ul style="list-style-type: none"> <li>•on eCampus read Fowles: "Advertising's 15 Basic Appeals" &amp; take notes</li> <li>•list 3 ads you are looking at using for Ad Analysis Paper</li> </ul>
Wed Jan 15	Mystery Product Ad and Presentation using Fowles article	Notes from Fowles reading	<ul style="list-style-type: none"> <li>•Write 1-2pgs describing the 2 ads your group created, which one you think was more effective, and why</li> </ul>
Fri Jan 17	Compare & Contrast Analysis Writing using <i>MG-H</i> pgs 44-55	<i>MG-H</i>	<ul style="list-style-type: none"> <li>•Write 1-2pgs explaining your final choice of which 2 ads (out of the original 3 you chose) you will analyze in your Ad Analysis paper—why these 2 ads? What do they have in common with each other and what makes them different? Which one do you think you will choose as the more effective ad?</li> </ul>
<b>Week 3:</b> Mon Jan 20	<b>Martin Luther King Jr. Day—NO CLASSES</b>		
Wed Jan 22	Peer Review Group Contract Writing Plagiarism Discussion and Activity <i>JAC</i> 131-138	<i>JAC</i>	<ul style="list-style-type: none"> <li>•Prepare Ad Analysis for Peer Review—bring copies for group &amp; your copy of Peer Review Sheet</li> <li>•Respond to plagiarism discussion on eCampus forum</li> </ul>

Fri Jan 24	Peer Review of Ad Analysis	Copy of Advertisement Analysis Paper & Peer Review Sheets	•Prepare Ad Analysis for Submission to Instructor on Friday in class
<b>Week 4:</b> Mon Jan 27	<b>Ad Analysis &amp; Cover Memo Due/</b> Intro to ASSIGNMENT 2: Ed Analysis Sign up for Conferences for week 5 (16 <sup>th</sup> & 18 <sup>th</sup> )	none	•read pgs 39-46 in <i>JAC</i> •start looking for editorials
Wed Jan 29	Rhetorical Memory Worksheet on <i>JAC</i> pgs 39-46 Toulmin Overview	<i>JAC</i>	•continue to look for editorials
Fri Jan 31	Common Fallacies of Arguments: <i>JAC</i> pgs 49-50; 51-52	<i>JAC</i>	•continue to look for editorials
<b>Week 5:</b> Mon Feb 3	Using Rhetorical Appeals (AKA The Aptly Timed Zombie Apocalypse)	<i>JAC</i>	•Bring citation and paragraph summary of editorial to turn in on during conference (1-2pgs)
Wed Feb 5	NO CLASS Meet for your conference in Colson G03—please try to arrive a few minutes early	Editorial citation and summary Paper and pen	•continue drafting paper •bring Ad Analysis to class Monday
Fri Feb 7	NO CLASS Meet for your conference in Colson G03—please try to arrive a few minutes early	Editorial citation and summary Paper and pen	•continue drafting paper •bring Ad Analysis to class Monday
<b>Week 6:</b> Mon Feb 10	Intro to Midterm Portfolio Prep for Peer Review	Ad Analysis <i>JAC</i>	•Prepare Ed Analysis for peer review—bring copies for group •Choose one group member to type up and print out and/or email copies of Peer Review sheets for rest of group
Wed Feb 12	Peer Review of Editorial Analysis	1) Editorial Analysis paper; 2) Peer Review sheets; 3) copy of editorial	•Prepare Ed Analysis for Submission to Instructor
Fri Feb 14	Peer Review of Editorial Analysis	1) Editorial Analysis paper; 2) Peer Review sheets; 3) copy of editorial	•Prepare Ed Analysis for Submission to Instructor
<b>Week 7:</b> Mon Feb 17	<b>Ed Analysis &amp; Cover Memo Due</b> Intro to ASSIGNMENT 3: Research Proposal	<i>MG-H</i>	•Start thinking of potential research topics •Reminder: Midterm Portfolio due Fri Oct 4 <sup>th</sup>
Wed Feb 19	Brainstorming & Picking a Research Topic	<i>JAC</i>	•Continue thinking of potential research topics/ drafting Proposal

Fri Feb 21	Midterm Memo/Portfolio Drafting Workshop Brainstorming for Research Proposal	<i>JAC</i> ; Ad Analysis paper; any other necessary materials for writing memo	<ul style="list-style-type: none"> <li>•Complete Midterm Portfolio</li> <li>•Continue drafting Proposal</li> </ul>
<b>Week 8:</b> Mon Feb 24	<b>Midterm Portfolio Due</b> Fun with Grammar Activities	none	<ul style="list-style-type: none"> <li>•Read <i>JAC</i> 17-19</li> <li>•Continue working on Proposal</li> </ul>
Wed Feb 26	Outlining—review of hw reading Proposal Workshop— <i>JAC</i> 20-22 Peer Review Group Meeting	<i>JAC</i>	<ul style="list-style-type: none"> <li>•prepare Research Proposal for peer review—bring copies for group</li> <li>•Choose one group member to type up and print out and/or email copies of Peer Review sheets for rest of group</li> </ul>
Fri Feb 28	Peer Review of Research Proposal	Research Proposal copies; Peer Review Sheets	•Prepare Research Proposal for Submission to Instructor
<b>Week 9:</b> Mon Mar 3	<b>Research Proposal &amp; Cover Memo Due</b> Intro to ASSIGNMENT 4: Annotated Bib	<i>MG-H</i>	•Continue research of topic for Annotated Bib
Wed Mar 5	MLA Documentation Practice—pgs 129-132 in <i>MG-H</i> Reader; pgs 123-124 in <i>JAC</i>	<i>EW</i> or <i>JAC</i>	<ul style="list-style-type: none"> <li>•Upload an article/video that presents a possible research topic to eCampus forum; include a one paragraph summary</li> <li>•Continue research of topic for Annotated Bib</li> </ul>
Fri Mar 7	“Writing a Research Project in the 21st Century” pgs 106-126 in <i>MG-H</i> Reader  Peer Review Group Meeting  ** Last day to drop a class**	<i>MG-H</i>	<ul style="list-style-type: none"> <li>•Prepare Annotated Bib for peer review—bring copies for group</li> <li>•Choose one group member to type up and print out and/or email copies of Peer Review Sheet for rest of group</li> </ul>
<b>Week 10:</b> Mon Mar 10	<b>Spring Break—NO CLASSES!</b>		•Continue research of topic for Annotated Bib
Wed Mar 12	<b>Spring Break—NO CLASSES!</b>		
Fri Mar 14	<b>Spring Break—NO CLASSES!</b>		
<b>Week 11:</b> Mon Mar 17	Peer Review of Annotated Bib	Annotated Bib paper; Peer Review Sheets; <i>EW</i>	•Prepare Annotated Bib for Submission to Instructor
Wed Mar 19	<b>Annotated Bib &amp; Cover Memo Due</b> Intro to ASSIGNMENT 5: Research Paper Go over Research Presentation Requirements & Sign-ups	<i>MG-H</i>	•Email your current working thesis to instructor by midnight Wes Mar 19

Fri Mar 21	Thesis Workshop Day	none	•Complete <i>JAC</i> pg68 on separate paper for all of your argumentative sources
<b>Week 12:</b> Mon Mar 24	Research Presentations	Pen and paper for notes during your presentation; <b>PARTICIPATION</b> if you're the audience	•Continue working on Research Paper and/or Presentation (if you haven't gone yet)
Wed Mar 26	Research Presentations	Pen and paper for notes during your presentation; <b>PARTICIPATION</b> if you're the audience	•Continue working on Research Paper and/or Presentation (if you haven't gone yet)
Fri Mar 28	Research Presentations	Pen and paper for notes during your presentation; <b>PARTICIPATION</b> if you're the audience	•Continue working on Research Paper and/or Presentation (if you haven't gone yet)
<b>Week 13:</b> Mon Mar 31	Research Presentations	Pen and paper for notes during your presentation; <b>PARTICIPATION</b> if you're the audience	•Continue working on Research Paper and/or Presentation (if you haven't gone yet)
Wed Apr 2	Research Presentations	Pen and paper for notes during your presentation; <b>PARTICIPATION</b> if you're the audience	•Continue working on Research Paper and/or Presentation (if you haven't gone yet)
Fri Apr 4	Writing Conclusions Peer Review Group Final Meeting	<i>JAC</i>	•Prepare Research Paper for peer review—bring copies for group •Choose one group member to type up and print out and/or email copies of Peer Review Sheet for rest of group
<b>Week 14:</b> Mon Apr 7	Peer Review of Research Paper	<i>EW</i> ; Research Paper; Peer Review Sheets	•Prepare Research Paper for Submission to Instructor
Wed Apr 9	Peer Review of Research Paper	<i>EW</i> ; Research Paper; Peer Review Sheets	•Prepare Research Paper for Submission to Instructor

Fri Apr 11	<b>Research Paper &amp; Cover Memo Due</b> Intro to FINAL PORTFOLIO Final Conference sign-up		
<b>Week 15:</b> Mon Apr 14	NO CLASS Research Paper Revision Conferences in Colson G03	pen	•Continue review process & begin final self-reflection memo
Wed Apr 16	NO CLASS Research Paper Revision Conferences in Colson G03	pen	•Continue review process & begin final self-reflection memo
Fri Apr 18	NO CLASS Research Paper Revision Conferences in Colson G03	pen	•Continue review process & begin final self-reflection memo
<b>Week 16:</b> Mon Apr 21	Review Day Sign up for Portfolio Return (if desired)	Papers to be revised	•Continue revision process of major papers & final self-reflection memo
Wed Apr 23	Review Day Sign up for Portfolio Return (if desired)	Papers to be revised	•Continue revision process of major papers & final self-reflection memo
Fri Apr 25	<b>Last Day of Class: FINAL PORTFOLIOS DUE IN CLASS</b> SEIs		
<b>April 28-May 2</b>	<b>**EXAMS**</b>		
	Portfolio Pickup TBA		

**Final Words:** Please note that we will be using eCampus (<https://ecampus.wvu.edu>) in this course for accessing course documents, participating in forum discussions, and also as a place for you to access important course documents (including this syllabus). Please check our class site *first* for any work missed during absences, etc.

I hereby acknowledge that I have read both the course syllabus and the introduction to our course text, *English 102: Joining Academic Conversations* (pgs. x-xix), and that I agree to the English 102 policies and procedures of the WVU Department of English.

Signed: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

