

English 102: Composition and Rhetoric, Section 039, 044	
Fall Semester 2014 MWF 1:30-2:20, 2:30-3:20 Woodburn Hall 106, 105	
Instructor: Sharon Kelly	
Email: skelly16@mix.wvu.edu	Phone: 304-293-3107 (Messages Only)
Office: Colson G23	Office Hours: Wednesday 11:00-1:00

Required Texts:

- *English 102 Joining Academic Conversations (JAC)*, 7e (2015): ISBN 978-0-7380-7107-7
- *Sitcom Reader: America Viewed and Skewed* Dalton, Mary M. and Linder, Laura R. (SR), 2005: ISBN 978-0-7914-6570-7
- *Easy Writer* Lunsford, Andrea. (EW), 5e (2014): ISBN 978-1-4576-4046-9

Introduction:

English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) 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.

Course Goals:

This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific goals:

1. Demonstrate Rhetorical Knowledge
2. Develop Processes for Research and Writing
3. Demonstrate Critical Thinking through Exploration and Evaluation
4. Demonstrate Knowledge of Writing Conventions
5. Develop Knowledge of Writing in Digital Environments.

Please refer to these goals often in *JAC* on page xi.

Office Hours and Email:

My office hours are on Wednesdays from 11:00-1:00 in Colson Hall room G23 and by appointment. Office hours provide you with an opportunity to come talk to me about your work outside the classroom. I will also be communicating with you regularly via eCampus and WVU email. It is your responsibility to check for updates or messages. If you need to email me, please give me 24 hours to respond to your email before emailing me again. Your email subject line should include the class section number and a concise, accurate subject (e.g. “ENGL 102-044 Advice on Topic”). I expect you to use standard English and good manners when you email me.

Policies and Procedures

For basic policies and procedures, please see pages x-xx in *JAC*. The following policies and procedures supplement and clarify the policies and procedures for this specific class.

Attendance: You will be most successful in this class if you attend regularly. If you miss **more than three** classes for any reason, I reserve the right to lower your grade for each successive absence, down to and including an “F.” After **six** absences, you will automatically receive an “F” in the course. Repeated or excessive tardiness, coming to class unprepared, and/or being disruptive will also lower your grade at my discretion. If you are sick or have a personal emergency, please **email me** before class to let me know you will be absent. I will accept work due on the day you are absent for full credit if I receive it by 5:00PM on the day of your class, however, you will not be able to make up in-class assignments.

Conference Attendance: Seven times throughout the semester you will be given the opportunity to meet with me one-on-one to discuss your writing. Your attendance at these conferences is **mandatory** unless otherwise specified and will be counted along with your class attendance. This includes being sufficiently prepared for the conference as specified in class.

Late Work: In-class and short writing assignments will not be accepted late. I will accept your five major writing assignments up to one week late, but I am willing to give you feedback on late papers **only if** you see me during my office hours. Please note that you are responsible for **all** printing. If your printer malfunctions, you will still be responsible for your paper; there are printers available for you in the library. I will not print your paper for you.

Cell Phones: Cell phones must be turned off entirely or set to the silent function so as not to disturb the class. For excessive cell phone use, I reserve the right to ask you to leave the class and will mark you absent.

Classroom/Lab and Laptop Policy: This class is held in a classroom with instructor technology. I welcome laptops and tablets in the classroom. I reserve the right to ask you to put away your laptop/tablet if I believe it has become a distraction.

Four times throughout the semester, we will also be meeting in a lab for in-class activities based on computers. The specific locations of lab work are to be determined, but the dates are below on the schedule of work. Computer use in the labs should be limited to class activities only.

Social Justice Policy: In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. Please always be mindful that our classroom will be a space of **respect and collaboration**. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) will not be tolerated.

Academic Integrity: Plagiarism is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), disciplinary action will be taken and you may receive an “unforgivable F” for the course.

Disability Accommodations: 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 inform me. There are also support services available to you through the Office of Accessibility Services. **Office of Accessibility Services:** Suite 250 at 1085 VanVoorhis Rd, Phone: (304)-294-6700, Email: access2@mail.wvu.edu ; <http://accessibilityservices.wvu.edu/>

WVU Writing Center: The Writing Center -- a free tutoring service for WVU students -- is conveniently located in G02 Colson Hall. Tutors are available to help with any writing project in any course. Hours & info: (304) 293-5788 http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Standard of Work: You are expected to use appropriate grammar, mechanics, and writing conventions. We will review some of these within the context of our specific projects, but it is important to remember that this is not a course in grammar. The *Easy Writer* is a great resource that offers guidelines and activities to help with these mechanics. “Text speak” or other common inappropriate abbreviations are absolutely not allowed. If found in your final-for-now papers or your portfolios, text speak will lower

your grade one full letter. **All of your work must be in Times New Roman, size 12 font with one inch margins.** Most assignments should be double-spaced. I reserve the right to refuse work that is not formatted correctly.

Using Sources: A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time to understanding how sources are used, how to locate sources and how to evaluate sources. Keep in mind that **Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any submitted college paper.** With that said, Wikipedia can be a good place to start your research since it does list original sources and links from contributors. (Note: You may, of course, cite Wikipedia in a paper in which you are discussing Wikipedia itself.)

Responses and Evaluation

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive feedback on your major projects along with an overall letter grade at the midterm point (an in-progress grade) and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Informal Writing: 20%

1. **Writing Prompts:** Each week you will have two Writing Prompts (WPs) from which to choose. The prompts are listed according to date on this syllabus. Evaluated on quality, length, and relevance.
2. **Short Writing:** This may include but is not limited to in-class writing, short writes, handouts, outlines, partial or complete rough drafts, free writes, response papers, and quizzes. Evaluated on quality, quantity, relevancy, and regularity.
3. **Midterm Memo and Final Memo:** You will be asked to evaluate your own performance twice throughout the semester. You should include an honest review of your work and work habits, your writing process, and goals. Evaluated on ability to sincerely reflect, quality, relevance, and length.

Portfolio: 70%

Each major writing assignment will be thoroughly explained in class and detailed assignment sheets will be posted on eCampus.

1. **Editorial Paper:** 4-5 pages
2. **Evaluation Paper:** 4-5 pages
—midterm—
3. **Formal Topic Proposal:** 3 pages
4. **Annotated Bibliography:** 5 sources minimum
5. **Research Paper:** 5-6 pages

Participation: 10%

This is a workshop course that relies on discussion and working together as a class. You are expected to attend every class and make a commitment to both me and your peers to actively engage in our discussions. I will be recording disturbances as well as good contributions, and your final participation grade will reflect your classroom behavior. If you disrupt the class repeatedly, I reserve the right to ask you to leave the classroom and will give you an absence for that day.

Please see the assignment description document(s) on eCampus for details on each project and refer to *JAC* for information about my 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 at any time.

Schedule of Work

****Subject to change according to progress****

PLEASE NOTE: On days when we hold conferences there will be no regularly scheduled class. Conferences will be held in the Downtown Library. Conference attendance is mandatory unless otherwise specified.

Week 1

PD WP: Reflect on your past experiences with English and writing in particular. Describe your current capabilities or challenges as a writer. Focus on your experience with argument or rhetoric.

CT WP: Leaf through the JAC and analyze the quality (usefulness, clarity) of the text. Use specific examples when you make claims.

M 8/18

Due: Read *JAC* x-xx

Agenda: Syllabus overview and introductions

Homework: Make sure you can log onto [eCampus](#) and view course materials

W 8/20

Due: n/a

Agenda: Intro to 102, review of 101: why do we write?

Homework: WP, read the Intro to *SR*, pages 1-12

F 8/22 Last Day to Add/Drop

Due: WP, read intro in *SR* 1-12

Agenda: Review of genre, audience, etc. intro to sitcom studies

Homework: read the Editorial Paper assignment sheet [on eCampus](#)

Week 2

PD WP: Describe an instance when you were personally impacted by one aspect of the rhetorical triangle. For example, consider how one of your personal beliefs was founded or a time when you were convinced by a specific rhetorical appeal.

*CT WP: Describe how the chapter of *SR* uses the rhetorical triangle. Use specific examples.*

M 8/25

Due: read the Editorial Paper assignment sheet [on eCampus](#)

Agenda: Editorial Paper assignment info

Homework: Read pages 1-6, 15 in *JAC*

W 8/27

Due: *JAC* 1-6, 15

Agenda: starting a tool bag of skills (logos, ethos, pathos) and the importance of what we're doing (i.e. why sitcoms?)

Homework: read from *SR* Tueth chapter (25-34)

F 8/29

Due: WP, read from *SR* 25-34

Agenda: [sitcom](#) (*Workaholics*) and discussion with logos, ethos, pathos

Homework: Read pages 18-20, 22 in *JAC*

Week 3

PD WP: How do you respond to the opinions of others in your daily life? Do you ever have conversations with people who hold radically different views? Give specific examples and evaluate the use of rhetoric in such conversations.

*CT WP: Reflect on your reading experience of this week's *SR* chapter: do you agree or disagree with the author (or something in between)? Give specific examples. How did this impact your reading?*

M 9/1 Labor Day; No Classes

W 9/3

Due: read 18-20, 22 in *JAC*

Agenda: key elements of an editorial and structuring the paper

Homework: read from *SR Pierson* chapter (35-46)

F 9/5

Due: WP, read from *SR* 35-46

Agenda: **sitcom** (*Beverly Hillbillies*) and discussion

Homework: finish your Editorial Paper

Week 4

PD WP: How has working on this assignment impacted the way you 'read' things around you (TV shows, commercials, other people)? Are you able to see rhetoric, themes, and patterns in your daily life? Give specific examples.

CT WP: How has working on this assignment changed your approach(es) to writing and/or your awareness of persuasion? Give specific examples.

M 9/8

Due: **Editorial Paper**

Agenda: **sitcom** (*Raising Hope*) and discussion about your Editorial Paper

Homework: come to your conference with 3 comments on your paper

W 9/10

Due: bring 3 comments on your paper

Agenda: **Conferences** about Editorial Paper—in conferences: how to “track changes”

Homework: read Evaluation Paper assignment sheet **on eCampus** and pages 43-top of 44 in *JAC*

F 9/12

Due: WP, read Evaluation Paper assignment sheet **on eCampus**, *JAC* 43-top of 44

Agenda: reflect on Editorial Paper, Evaluation Paper assignment info

Homework: read and complete page 46 in *JAC* with 8-10 criteria for sitcoms.

Week 5

PD WP: How has working on this assignment impacted the way you interpret biased information you find (in news, on TV, on Facebook)? Are you better able to see the rhetorical moves being made? Give specific examples.

CT WP: How does the group feature of this assignment impact the way the Evaluation Paper is written? Evaluate the usefulness of group work in this class.

M 9/15

Due: page 46 in *JAC* with 8-10 criteria

Agenda: activity and discussion about criteria

Homework: read 52-56 in *JAC*

W 9/17

Due: read 52-56 in *JAC*

Agenda: working with fallacies

Homework: read in *SR Landay* chapter (87-97)

F 9/19

Due: WP, read in *SR* 87-97

Agenda: **sitcom** (*I Love Lucy*) and discussion with fallacies

Homework: work on your Evaluation Paper

Week 6

PD WP: What did you find difficult about this paper? What was easy for you? Reflect on your writing process and how or if it has changed in the first half of the semester.

CT WP: Evaluate the balance of materials in the first half of the semester, including but not limited to: the books we use, the sitcoms, and our in-class time. What has been most effective? least effective?

M 9/22

Due: n/a; review pages in *JAC* assigned last week

Agenda: putting it all together: fallacies, criteria, and evaluation

Homework: finish your Evaluation Paper

W 9/24

Due: **Evaluation Paper**

Agenda: **sitcom** (*Big Bang Theory*) and Evaluation Paper review

Homework: three comments on your Evaluation Paper

F 9/26

Due: WP (bring to conference), three comments on your Evaluation Paper

Agenda: **Conferences**

Homework: bring electronic copies of your first two papers to the computer lab Monday

Week 7

PD WP: Think about how you use reflection and revision in other areas of your life (not just writing).

Give examples about where and how you use these two skills.

CT WP: Describe your specific approach to revisions in detail. Tell me about your process and how each thing you have tried is helpful or not.

M 9/29 computer lab

Due: bring electronic copies of your first two papers to class

Agenda: revision strategies and lab work time

Homework: work on revising your papers, read midterm assignment sheet and midterm memo prompt on [eCampus](#) and page 73 in *JAC*

W 10/1

Due: read midterm assignment sheet and midterm memo prompt on [eCampus](#) and page 73 in *JAC*

Agenda: midterm and midterm memo assignment info

Homework: revise and work on your midterm memo

F 10/3

Due: **Midterm Portfolios** and WP

Agenda: **sitcom** (*How I Met Your Mother*) and discussion

Homework: complete page 79 in *JAC*

Week 8

PD WP: Are you comfortable contributing to a classroom discussion? Why or why not? Reflect on what motivates your level of participation.

CT WP: Evaluate how the topics in this class have impacted your classroom behavior. How have sitcoms changed the way(s) you read for class and interact with others in the classroom?

M 10/6

Due: page 79 in *JAC* (bring to conference)

Agenda: **conferences**

Homework: read the introduction to the research paper series of assignments and the Formal Topic Proposal assignment sheet on [eCampus](#), 81-82, 85 in *JAC*

W 10/8

Due: the introduction to the research paper series of assignments and the Formal Topic Proposal assignment sheet on [eCampus](#), 81-82, 85 in *JAC*

Agenda: intro to the research series and intro to the Formal Topic Proposal assignment

Homework: read in *SR Kutulas* chapter (49-59)

F 10/10

Due: WP, read in *SR* 49-59

Agenda: **Sitcom** (*Home Improvement*), recap of what we have covered, topic generation activities using JAC 83/84

Homework: choose a topic; feel free to email me if you're having trouble. Read page 91 in JAC and Google your topic and fill out page 90

Week 9

PD WP: How have your approaches to research changed over the course of your education? What do you think it would be like if we didn't have the internet to help us research?

CT WP: Have you ever seen obvious evidence that some sources are more reliable than others? Rank your favorite sources of common information based on how reliable you think they are. How can you tell? What criteria did you use?

M 10/13 Fall Break; No Classes

W 10/15 computer lab

Due: a topic, read page 91 and do page 90 in JAC

Agenda: Research tutorial in **computer lab** (attendance mandatory)

Homework: read in SR Provencher chapter (177-89)

F 10/17

Due: WP, read in SR 177-89

Agenda: **Sitcom** (*Will and Grace*) and discussion with research tips

Homework: finish your Formal Topic Proposal

Week 10

PD WP: Imagine another scenario where you would need to submit a detailed, well-thought out proposal. What are the stakes? What kind of work would you need to do to prepare a different kind of proposal? Be creative.

CT WP: Reflect on the process of choosing a topic. How did you decide? What was it like doing preliminary research?

M 10/20

Due: **Formal Topic Proposal**

Agenda: **Sitcom** (*Modern Family*) and discussion

Homework: three comments on your proposal

W 10/22

Due: WP, three comments on your proposal

Agenda: **Conferences**

Homework: read the Annotated Bibliography assignment sheet **on eCampus** and 47, 97-103, 118-120 in JAC. Begin researching.

F 10/24 Last Day to Drop; No Class

Week 11

PD WP: Summarize the main thesis of the SR reading. Do you think the tone or style is particularly partisan (liberal or conservative)? How does the tone or style impact your impression of the thesis?

CT WP: Summarize the main thesis of the SR reading. The author uses data, examples, and direct quotes to support the ideas. How does this impact the way the author conveys the thesis?

M 10/27

Due: read the Annotated Bibliography assignment sheet **on eCampus** and 47, 97-103, 118-120 in JAC

Agenda: Annotated Bib assignment info, research review and annotation examples

Homework: read in SR Lotz chapter (139-50)

W 10/29

Due: read in SR 139-50

Agenda: **Sitcom** (*Cosby Show*) and discussion with research tips

Homework: finish Annotated Bibliography

F 10/31

Due: WP and **Annotated Bib** (bring to conferences)

Agenda: **conferences**

Homework: reflect on your proposal, annotated bibliography, and my feedback to formulate ideas about how to turn them into a final research paper. Continue researching. Read the Research Paper assignment sheet [on eCampus](#) and pages 129-132, 138-139 in *JAC*

Week 12

PD WP: How do you summarize and paraphrase ideas in your daily life? Do you ever quote other people in casual conversation? Try to relate specific examples to the ways you incorporate similar ideas in your writing.

CT WP: Why do you think learning about established methods of writing research papers is important? What if there were no guidelines?

M 11/3

Due: read the Research Paper assignment sheet [on eCampus](#) and pages 129-132, 138-139 in *JAC*

Agenda: recap, Research Paper assignment info, in-class work time (outline and plan-see p 137 in *JAC*)

Homework: finish outlining, read in *SR*

W 11/5

Due: your outline, read in *SR*

Agenda: **sitcom** (*Fresh Prince*), discussion of format and peer review of outlines

Homework: read pages 21, 23, and 70 in the *JAC* and work on writing your paper

F 11/7

Due: WP, read pages 21, 23, and 70 in *JAC*

Agenda: work on thesis statements, introductions, and titles in class

Homework: read pages 30, 38-39 in *JAC*

Week 13

PD WP: Writing a research paper and including a sitcom is not typical but we have addressed how it works and is useful. What other theme might work in ENGL 102? Use specific examples.

CT WP: Evaluate how using a sitcom as part of your research paper has formed or impacted your ideas. How has the structure of this class (surrounding sitcoms) impacted the way you think about the issues we've addressed?

M 11/10

Due: read pages 30, 38-39 in *JAC*

Agenda: hamburger method: work on page 40 in *JAC* in class

Homework: read 60-61 in *JAC* and work on your paper

W 11/12

Due: read 60-61 in *JAC*

Agenda: conclusions and overall structure

Homework: finish your Research Paper

F 11/14

Due: WP, **Research Paper**

Agenda: **sitcom** (*Parks and Rec*)

Homework: three comments on your Research Paper

Week 14

PD WP: How has your appreciation for scholarly writing developed over this semester? Please tell me a story about a world without logical argument or reliable research. What would happen? Be creative.

CT WP: How do argument and research apply to your specific academic interests (i.e. your major or hopeful future career)? Please tell me a story about your future as a master rhetorician and researcher in your field of choice. Be creative.

M 11/17

Due: three comments on your Research Paper

Agenda: **conferences**

Homework: read 94-95, bring electronic copies of your papers and *EW* to class

W 11/19 computer lab

Due: read 94-95, bring *EW* and electronic copies of your papers to class

Agenda: MLA workshop and revision in class in **computer lab**

Homework: do the activity on 135-6 and read 141 in *JAC*. Bring one question about your papers or revision to class.

F 11/21

Due: one question, pages 135-136, read 141 in *JAC*

Agenda: peer review of your research papers

Homework: read 147-149 in *JAC* and work on your revisions

M 11/24 Fall Break; No Classes

W 11/26 Fall Break; No Classes

F 11/28 Fall Break; No Classes

Week 15

No Writing Prompts

M 12/1

Due: n/a

Agenda: Optional **Conferences**

Homework: read the Final Portfolio assignment sheet and Final Memo prompt [on eCampus](#)

W 12/3 computer lab

Due: read the Final Portfolio assignment sheet and Final Memo prompt [on eCampus](#)

Agenda: Final Memos and revisions in class in **computer lab**

Homework: keep working on revisions and your final memo

F 12/5

Due: n/a

Agenda: semester review and SEI Administration

Homework: Final Portfolio

Week 16

M 12/8 Final Portfolios Due

Finals Week: Portfolios will be available for pickup Friday 12/12 from 1:00-3:00pm

Computer labs: M 9/29, W 10/15, W 11/19, W 12/3