

English 102 Syllabus—Fall 2012—TR
Argument and Research Writing

Instructor: Mary Angel Blount	Class times: Section (52) 10:00-11:15 TR (80428) 119 Armstrong (Wright) Section (56) 11:30-12:45 TR (84312) 121 Armstrong (Diamond)
Office hours: Monday-Thursday: 2:00-3:00 & by appointment	Office: 346 Colson Hall Mailbox: 120 Colson Hall
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Course Description: English 102 is an introductory course designed to prepare you for responding to a number of demands within the academic curriculum. All of you have already completed English 101 (or the equivalent) and should already possess some experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, considering audience, and developing 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.

NOTE: This course will utilize *eCampus* in a number of ways (including online workshops, the distribution of readings and assignments, and discussion boards). You can access *eCampus* using your personal computer or any campus computer. I will not accept any excuses regarding *eCampus* (not being able to access the site, etc.) unless the site is down for everyone. You can log on to *eCampus* at <https://eCampus.wvu.edu>. Also, you will be required to have access to Microsoft Word and Adobe Acrobat Reader.

Course Goals

Please see *Joining Academic Conversations (JAC)*—especially pages x-xii—for an overview of the aims and practices that shape English 102 at West Virginia University.

Policies and Procedures

Please see your guide (*JAC*)—especially pages xii-xiv—for course policies and procedures. This section includes important information about why your regular attendance and participation are important; why late work (or lateness in general) disrupts our working environment; how a commitment to social justice promotes a positive learning environment; and why academic integrity is essential to our community.

Texts and Materials.

- Lunsford, Andrea. *Easy Writer*, 4th edition. Boston: Bedford/St. Martin's, 2006 (abbreviated *EZ* on syllabus).
- Undergraduate Writing Committee, eds. *Joining Academic Conversations: English 102 (Sixth Edition)*. Plymouth, MI: Hayden-McNeil Press, 2012 (abbreviated *JAC* on syllabus).
- Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say/I Say (with Readings)*, 2nd ed. New York: Norton, 2012 (abbreviated *TS/IS* on syllabus).

In place of purchasing an expensive textbook, you will be required to print out supplemental readings which will be available via *eCampus*. You will also be required to print out assignment sheets and your own essays (sometimes multiple copies of your essay). Make sure that you either have access to a printer through one of the labs on campus or that your personal printer is stocked with ink and paper. You will be required to turn in hard (paper) copies of all assignments.

Attendance: The attendance policy set by the WVU English Department holds that for a Tuesday/Thursday class, each absence after the second will affect your grade and **five will result in failing the class.** (See *Joining Academic Conversations* for additional information.) **We do not distinguish between excused and unexcused absences.**

Late Work: All assignments are due at the beginning of class on the due date. **I generally do not accept late work.** If you are unable to come to class, you must email me your assignment **before** class time in order for it not to be considered late. **I will not print an emailed essay; you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero.** Remember, missing class does not mean that the assignment is not still due; you are still responsible for missed class and homework. However, **if circumstances force you to turn in late work, you have one week after the due date to turn it in, and you will receive a penalty of 10 points.** After that, it will be a zero.

English 102's Portfolio Approach. Writing is an ongoing process. The portfolio emphasizes this process of writing and revision and encourages you to reflect on your work as a writer, reader and thinker in first year composition. **What this means is that although your essays will be commented on in very specific ways, they will not in fact be given hard grades until your final portfolio receives one.** This can cause some grade anxiety for students, so please know that, at any time, you can come to my office to discuss the direction your work is taking in this course. Choice is important to the portfolio, so you will be allowed to choose which assignments to revise for your portfolios.

On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing. You will write minimum of 3 drafts for each essay. At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. At the end of the semester, you will be asked to submit a final portfolio of your collected work over the semester.

Assignment Overview

You will write (and rewrite) four major projects: **Annotated Bibliography, Vetting a Documentary, Research Proposal, and Researched Argument.** Expect to write and revise about 20+ pages over the course of the semester, in addition to other informal writing both in and out of class. Please see *JAC*—especially pages xiv-xv—for more information. I will also give you detailed assignment sheets as we begin each of the formal assignments.

Credo (2-3 pages). A Credo is a statement of beliefs. This is an introductory assignment due at the end of Week 2.

Annotated Bibliography (4-5 pages). In this class you'll be doing research to investigate a claim made by Michael Moore in his documentary *Capitalism: A Love Story*. The Annotated Bib is an important step in creating your **Vetting a Documentary**. It is an alphabetical list of citations of books, articles and electronic sources. The annotation which follows each citation, is a brief summary & evaluation of a source that helps identify the content, quality and relevance of the source cited. You'll need 4 print or electronic sources in addition to the film.

Midterm Memo (2-4 pages). This refers to your midterm reflection. It is a chance for you to reflect on your work midway into the semester. This is a graded assignment (10%).

Vetting a Documentary (4-5 pages + Works Cited). In this essay you will analyze claims made by Michael Moore in his documentary, *Capitalism: A Love Story*. You will research the subject matter, incorporating at least 4 sources in addition to the film. Methods of evidence: major databases such as MountainLynx, EBSCO host, Lexis-Nexis.

Research Proposal (3+ pages). In this essay you'll create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your **Researched Argument**. The proposal helps you to articulate the direction and purpose for your research. Methods of evidence: major databases, visits to the term paper clinic or reference library, field research.

Researched Argument (5+ pages + Works Cited). In this essay, you will construct an argument around the research gathered in the Research Proposal. Your research allows you to have authority on a topic so that you can present a clear, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop in an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis, field research.

Oral Presentation. You are required to make an oral presentation to the class. You will present an overview of the findings of your **Researched Argument**. In this you should NOT read to the class, but present your ideas clearly and thoughtfully. The Oral Presentation will come during the last 3 days of class. You do not have to use a Powerpoint demonstration, but you must include visuals or audio. Keep in mind that you will be required to give the same depth of analysis you put into your final researched arguments.

Final Portfolio. At the end of the semester, you will be required to put together a final portfolio which will include 20 or more pages of polished writing. It will consist of:

- Introductory Reflective Memo (2-4 pages)
- **Credo** (revised)
- **Vetting a Documentary** (revised)
- **Researched Argument** (revised)
- your choice of either the **Annotated Bibliography** or the **Research Proposal** (revised).

Homework/Informal Writing. These include your Writer’s Notebooks and other classwork/informal writing.

Attendance/Class Participation. These two are assessed not only on attendance and quality of your classwork, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You are welcome to talk with me if you have questions about your progress in class.

Final Grade Distribution

Type of essay/ assignment	Value	Due Date
Credo	FPF	Thursday, 8/30
Annotated Bibliography	FPF	Thursday, 9/20
Midterm Memo	10%	Thursday, 10/4
Vetting a Documentary	FPF	Tuesday, 10/16
Research Proposal	FPF	Thursday, 10/25
Researched Argument	FPF	Thursday, 11/15
Oral Presentation	10%	12/3-12/7
Final Portfolio	50%	Thursday, 12/6
Homework including 6 Writer’s Notebooks (18%) + Peer crits (2%)	20%	Various
Attendance/Class Participation	10%	Ongoing

Writer’s Notebooks	Value	Due
WN #1: Read Introduction; do exercise #1 p. 14-15	3%	9/4
WN #2: Read Ch. 1 “They Say”; choose exercise #1or #2, p. 28-29	3%	9/13
WN #3 Read Ch. 2 “Her Point Is”; choose exercise #1or #2, p. 40-41	3%	10/9
WN #4 Read Ch. 3, “The Art of Quoting”; choose exercise #1 or #2, p. 50-51	3%	10/18
WN #5 Read Ch. 5 “Three Ways to Respond”; do exercise #1, p. 67	3%	10/30
WN #6: Read Ch. 6, “Distinguishing what you say from what they say”; do exercise #1, p. 75-76	3%	11/8

Evaluation Criteria and Grade Descriptions

Please see pages xvi-xvii of *JAC* for the criteria for participation, informal writing, and polished and revised writing grades.

Success in this course depends on completing all formal assignments, the quality of your written and verbal work, and your willingness to try new perspectives. Your participation grade is dependent upon attentive and constructive commentary during class, the quality and consistency of various informal assignments, active participation in group work, and being prepared for class and conferences. All of the course components are designed to contribute to your final grade in the class.

The WVU Writing Center is located at G02 Colson, and you can make an appointment at the Writing Center via phone (293-5788) or website: http://english.wvu.edu/centers_and_projects/wcenter. Its hours are Monday–Thursday 10:00-5:00 and Friday 10:00-3:00. There are also other resources available to you throughout the semester (see inside cover of *JAC*). I encourage every English 102 student to use these resources to support various aspects of the writing process.

SCHEDULE OF WORK DUE (This schedule is tentative & subject to change. Please check for updates via emails from me on MIX and announcements on eCampus). Every underlined item represents a handout you should download from eCampus before the day it is assigned as a class activity. *Italicized items represent those I will provide for the class.* To get to ecampus, go to ecampus.wvu.edu & click on English 102.

	Day	Topics for Class	Homework
Wk. 1 <i>T</i> 8/21	1	Intro to course + <i>Syllabus</i> . What is rhetoric? What is research? What is portfolio grading? What is creative nonfiction? Prewriting? Freewriting? I assign <i>Credo Prompt</i> . Define Rhetorical Situation (<i>EZ 14</i>), OREO. Poll for laptops. Class Activity: Freewrite on expectations/relationship to writing. Class Activity: <i>Fact Opinion, Belief; Grammar Gremlins.</i>	Purchase books. Visit our eCampus page. Review syllabus. Bring all your texts to class on Thursday: <i>JAC, EZ, and They Say/I Say.</i> Read: ix-xviii in <i>JAC</i> (pay special attention to essay formatting); <i>EZ 17-18</i> “Prewriting” Write: Use “Find It, Fix It” (pp. 2-10 <i>EZ</i>) to complete <u>Grammar Gremlins</u> (found under “Getting Started” tab on ecampus). Write: Begin pre-writing for <i>Credo</i> . <i>On eCampus, print out underlined materials in classwork for Wednesday (under the Credo icon on our ecampus page): <u>Credo Prompt, Using Showing Writing, and “Be Cool to the Pizza Dude.”</u></i> Review sample credos on our ecampus page: “I Am Still the Greatest” by Muhammad Ali, John Updike’s <i>Credo</i> , “Life is an Act of Literary Creation” and “The Art of Being a Neighbor”; choose one of these 3 & print it out for class.
R 8/23	2	Due: <u>Grammar Gremlins.</u> I will go around & check texts. Assign “Me” bags. <u>Credo Prompt.</u> Review: essay formatting (xviii) Class Activity: <u>Using Showing Writing.</u> Discussion: <u>“Be Cool to the Pizza Dude.”</u> Review sample credos.	Activity: “Me” Bags. Gather 4-6 items (no I-pods, phones, or other electronics please) that reveal something about your identity and place them in a bag. Bring them to class and be prepared to discuss them aloud in class on Tuesday. Write: apply showing writing modalities (action, sensory detail, dialogue) to your <i>Credo</i> . Write: Complete Draft #1 of your <i>Credo</i> for class activity. Read: <i>EZ</i> ch. 2 “Exploring, Planning, and Drafting” (19-25).
Wk. 2	3	Class Activity: Rewrite a scene from your	Read: <i>EZ</i> ch. 1 “A Writer’s Choices” (12-17),

T 8/28		Credo using showing writing. <u>Generating Interest</u> . <i>I assign WN #1 (due 9/4).</i> Students do “me” bags.	“Intros & Conclusions” (JAC 14-16), & “Titles” (JAC 29). Write: Finish Credo. Include your previous draft and your <u>Credo Grid</u> & <u>Credo Postwrite</u> when you turn it in on Thursday. Watch: the following (11-minute) <i>Youtube</i> clip: http://www.youtube.com/watch?v=Q-zp5Mb7FV0 & bring in questions.
R 8/30	4	Due: Credo. <u>Credo Grading Grid.</u> <u>Credo Postwrite.</u> Assign Vetting a Documentary & Annotated Bibliography. Print out <u>AB Prompt. V-Doc Prompt.</u> I will give some background on financial crisis . Review “Global Financial Crisis Explained”: http://www.youtube.com/watch?v=Q-zp5Mb7FV0 I will show a sample clip from Michael Moore’s <i>Capitalism: A Love Story</i> . Class Discussion: What is <i>argument</i> ? (EZ 29-30)	Read: EZ ch. 3 “Critical Thinking & Argument.” Write: <i>TS/IS</i> Intro “Entering the Conversation”(1-15); Do ex. 1. <i>This will be your Writer’s Notebook #1.</i> View: <i>Capitalism: A Love Story</i> ; it’s on reserve at the Downtown Library. Choose 3 possible claims you would like to vet from <i>MichaelMoore.com</i> or the film itself. <i>Print out underlined materials for next class on eCampus.</i>
Wk. 3 T 9/4	5	Due: Writer’s Notebook #1. <i>Assign WN #2.</i> Workshop topics. Assign & work on in class <u>AB Worksheet for Draft #1, Track Changes.</u> Class Discussion: What is rhetoric? (JAC 39-40). <u>How do you Know?: A Warrant-finding Exercise.</u>	Read: “Toulmin Model” (JAC 44-46), “Reading Critically” (JAC 54). Choose your claim from the film & be ready to research it in the Info Lit Instructional Session on Thursday.
R 9/6	6	Research Day with Library instruction. 10:00 class meets in Room 104 Downtown Library (basement). 11:30 class meets in Room 136 Downtown Library. A librarian will show you how to gather appropriate sources for your ABs.	Continue working on your AB, gathering sources, summarizing and evaluating them. Read: EZ ch. 42, “MLA,” esp. student sample essay (246-252). Take EZ to class on Tuesday.
Wk. 4 T 9/11	7	Review MLA: (JAC 123-24). Class Activity: <i>MLA Practice Sheet</i> (JAC 143). Review warrants. Class Discussion: What is Toulmin argument? (JAC 44). Bring in EZ. <i>Conference signup sheet.</i>	Write: Complete <u>AB Worksheet for Draft #1</u> and WN#2 for your conference with me.
R 9/13	8	Due: WN #2. Classes cancelled for conferences. Instead you will come to my office in 346 Colson for a group conference with at least 2 sources for your AB.	Write: After your conference, convert <u>AB Worksheet for Draft #1</u> into Draft #2. For Monday, print out 3 copies of <u>AB peer crit</u> , and bring in a copy of one of your sources. Take EZ to class on Tuesday.
Wk. 5 T 9/18	9	Due: Draft #2 of your AB for Peer Crit. <i>MLA Checklist</i> (144-145 JAC). <u>AB Peer Crit</u> (3 copies). We will also do a rhetorical analysis of one of your sources. Bring in EZ. Class Activity: How to do a Rhetorical Analysis.	Write: Complete Annotated Bib. Print out <u>AB Postwrite. AB Grid. Midterm Memo & V-Doc Worksheet for Draft #1.</u> Include all research articles, previous drafts & peer crits in a 2-pocket folder.
R	10	“Final for now” draft of Annotated Bib due.	Write: Research & prepare a report on your

9/20		Do <u>AB Postwrite</u> . <u>AB Grid</u> . Assign <u>Midterm Memo</u> (JAC 31). <u>V-Doc Worksheet for Draft #1</u> . I assign Logical Fallacies (JAC 49-51). Class Activity: Fallacy Mix-n-Match (JAC 51).	assigned Logical Fallacy. Restate its meaning in your own words and give 2 examples from your own experience. Read: Toulmin (EZ 29 & JAC 44-46).
Wk. 6 T 9/25	11	I assign WN #3. Review Toulmin argument (EZ 29, JAC 44-46). Class Activity: Understanding and Applying Rhetorical Proofs (JAC 47) Class Activity: Outline your essay (JAC 20). Hear Logical Fallacy reports.	Write: Have completed pages 1 and 2 of your <u>V-Doc Worksheet for Draft #1</u> . Read: “How Not to Plagiarize” (JAC 133-140).
R 9/27	12	Class Discussion: “How not to plagiarize” Class Activity: <u>3-Step Quotation Analysis</u> . Class Activity: “Working in Quotes” (JAC 141-42).	Bring in a source —we’ll do a rhetorical analysis of it and apply the <u>3-Step Quotation Analysis</u> . Write: Complete Draft #1 of Midterm Memo. Print out 3 copies <u>Midterm Memo Peer Crit</u> from eCampus.
Wk. 7 T 10/2	13	Due: Draft #1 of Midterm Memo for peer crit. <u>Midterm Memo Peer Crit</u> . Assign WN #3. Class Activity: MLA Worksheet (JAC 143). <i>Conference Signup Sheet.</i>	Write: Complete <u>V-Doc Worksheet for Draft #1</u> & bring to your conference. Complete Midterm Memo with <u>Midterm Participation Self-Evaluation</u> (JAC 35).
R 10/4	14	Due: Midterm Memo with Midterm Participation Self-Evaluation. Class Cancelled for Conferences. Instead of meeting in our classroom, you will meet me in my office in 346 Colson for an individual conference on your V-Doc.	Print out 1 copy of <u>V-Doc Peer Crit for Read Aloud</u> . Bring in your Intro only for workshop. Complete WN #3.
Wk. 8 T 10/9	15	Due: Writer’s Notebook #3. Peer crit of V-Doc Intro. Bring in a copy of <u>V-Doc Peer Crit for Read Aloud</u> Class Activity: Transitions (JAC 156).	Write: Revise Draft #1 of V-Doc into Draft #2. Print out 3 copies <u>V-Doc Peer Crit</u> from eCampus. Read: <i>TS/IS</i> ch. 7 “So What” (92-101).
R 10/11	16	DUE: Draft #2 of V-Doc for peer crit / workshop. <u>V-Doc Peer Crit</u> . <u>Emphasis Worksheet</u> . <u>Clarifications on Formatting V-Doc</u> .	Write: Revise V-Doc #2 according to peer & teacher comments. Please turn in all previous drafts & peer crits in a 2-pocket folder. Print out <u>RP Prompt</u> , <u>RA Prompt</u> , <u>V-Doc Grading Grid</u> & <u>V-Doc Postwrite</u> from eCampus. Bring in a copy of the <i>Daily Athenaeum</i> to class on Fri.
Wk. 9 T 10/16	17	Due: “Final for Now” Vetting a Documentary. <u>V-Doc Postwrite</u> . <u>V-Doc Grading Grid</u> . <u>RP Prompt</u> ; <u>RA Prompt</u> . Assign WN #4. Discussion: What current public issue interests you? I bring in a copy of the <i>DA</i> to class. Class Activity: Generating a Research Topic/Focus (JAC 83). <u>RP draft #1 Worksheet</u> . Review rhetoric, Toulmin argument (JAC 44-46). Review “Developing Strong Thesis Statements” (JAC 13).	Read: RA prompt & begin brainstorming topics. Print out <u>RP Worksheet for Draft #1</u> . Read: “Developing Strong Thesis Statements” JAC 13 & “Generating a Research Topic,” JAC 83-87; complete ex. on p. 87 by Thursday. Read: “Find Background Info” (JAC 88-93) and do exercises. Bring in 3 possible topics for your essay. Use JAC 83-84 to brainstorm topics. Read: <i>TS/IS</i> ch. 8 “As a Result” (105-120). Write: Complete WN #4.

R 10/18	18	Due: Writer's Notebook #4 Research Day with Library instruction. 10:00 class meets in Room 104 Downtown Library (basement). 11:30 class meets in Room 136 Downtown Library. A librarian will show you how to gather appropriate sources for your ABs.	Gather research for your topic and be prepared to report on it Tuesday.
Wk. 10 T 10/23	19	Report on research results. Do #2a (believing/doubting) of <u>RP Worksheet for Draft #1</u> . <i>I assign WN #5.</i> Draft #2 RP for <u>peer crit</u> . In-class conferences & do "Partnered Ways of Seeing" (JAC 59).	Write: Revise RP #1 into RP #2. Print out 3 copies of <u>RP Peer Crit</u> from eCampus. Write: Complete your RP.
R 10/25	20	Due: "Final for Now" Research Proposal. <u>RP Postwrite. RA Prompt. RP Grading Grid.</u> Find an Expert: <i>research.wvu.edu/find-research</i> . Class Activity: Debate essays by Olsson and Mallaby.	Write: Research your topic. Complete WN #5.
Wk. 11 T 10/30	21	Due: Writer's Notebook #5. What is the truth? What to do when information is contradictory. Class Activity: <i>Walter Annenberg.</i> <i>Assign WN #6.</i> <i>Assign <u>RA Worksheet for Draft #1</u>.</i> Workshop topics. Review Academic Integrity (JAC 131-32).	Work on your <u>RA Worksheet for Draft #1</u> . Don't read; just print out Bethany Full's "Food Stamps and Sodas" (under RA icon on eCampus).
R 11/1	22	Review: <u>Bethany Full's "Food Stamps and Sodas."</u> Class Activity: <u>Out of Whack Sentences. Handling Quotes.</u>	Work on WN #6.
Wk. 12 T 11/6		NO Class: Election Day.	Write: Complete WN #6. Complete <u>RA Worksheet for Draft #1</u> .
R 11/8	23	Due: Writer's Notebook #6. Due: RA Worksheet for Draft #1. Peer crit of intros. <i>I assign Oral Presentations.</i> Review pages from <u>Fieldworking</u>.	Write: Convert RA #1 to RA #2. Complete field research.
Wk. 13 T 11/13	24	Due: Field Research. Draft #2 RA due for peer crit. <u>RA Peer Crits. Citing Primary Sources.</u>	Write: Revise & complete RA. Print out & bring in <u>RA Grading Grid. RA Postwrite. What's due on Last Day & Oral Presentations Prompt</u> on eCampus. Also print out <u>Revision Plan & Revision Chart</u> on eCampus.
R 11/15	25	"Final for now" draft of Researched Argument due; RA Postwrite. RA Grading Grid. Assign What's due on Last Day. Assign Oral Presentations. Write <u>Revision Plan. Revision Chart. OP Signup Sheet.</u>	Write: Gather & read "final for now" drafts of all major essays. You'll only have one week to revise your RA, so be revising your other essays now.
Thanksgiving Break November 19-23			
Wk.	26	Remind everyone of their OP. Review <u>Using</u>	Write: Portfolio Revision. Revise Credo & V-

14 T 11/27		<u>Showing Writing</u> for Credo Revision. <u>Reflective Memo prompt.</u>	Doc for workshop
R 11/29	27	Meet in 104 Downtown Library. Oral Presentations. Return RAs. Peer Crit. Due: new draft of AB OR RP and RA for workshop; Bring in your <i>EZ</i> .	Write: Revise essays for Final Portfolio. Prep for Oral Presentations.
Wk. 15 T 12/4	28	Meet in 104 Downtown Library. Oral Presentations. <i>FPF Pickup signup sheet.</i>	Write: Complete Final Portfolio. Prep for Oral Presentations. Print out <u>Homegrown Evaluations</u> from ecampus & bring to class.
R 12/6	44	Meet in 104 Downtown Library. Due: Final Portfolio. Oral Presentations. <u>Homegrown Evaluations</u> & SEI Class evaluations.	Pick up portfolios next week.
Final Exam Week is December 10-14: I will be in my office on December 12-13 in order to return your final portfolios to you.			