

SPRING 2013 | ENGLISH 102 – COMPOSITION & RHETORIC II – SECTION 016
MWF | 10:30-11:20 | ARMSTRONG HALL, ROOM 119

Instructor: Maria K. Barron | **Office:** Colson Hall, G07 (Downtown Campus)

E-Mail: mbarron1@mix.wvu.edu

Office Hours: Mondays and Wednesdays 11:30-12:30, or by appointment

Required Texts:

- *English 102 Joining Academic Conversations (JAC)*, 6e (2013) – ISBN 978-0-7380-5269-4
- Lunsford, Andrea. *Easy Writer (EW)*, WVU 4e (2010) – ISBN 978-0-312-63821-4
- Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions (Current Issues)*, 9th edition (2011) - ISBN 0-312-54732-3 or 978-0-312-54732-5

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. 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 for effective communication, whether those are style or genre conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations.

Below, we describe the course goals in ways that we hope make sense to you as students. For each goal, we include a list of things you should be able to do by the end of the course.

Goal 1: Understand Writing as a Process. The great thing about writing is the way it lets us explore and discover, analyze and question, reflect and revise. We engage in these processes almost all the time. In English 102, we hope you will become more conscious of the choices you make as a writer and the options available to you. For instance, you probably write emails differently than you write academic papers and papers differently than you write lab reports. You probably find some writing tasks easier or harder than others. But have you ever thought about what accounts for some of the differences? By the end of English 102, you should be reflective about your writing processes. Specifically, you should be able to:

- Use writing to develop your ideas.
- Understand how one piece of writing might take several drafts, some conversations with peers or your instructor, and several revisions before it is fully developed.
- Know what processes work best for you as a writer.
- Continue to learn to work collaboratively with others.

- Give others useful feedback about their writing.
- Assess your own strengths and needs as a writer.

Goal 2: Argue Effectively and Persuasively in a Variety of Contexts. When writing instructors talk about situations and contexts, we refer to the many challenges that face you as a writer each time you sit down to write. Perhaps you have already developed effective ways of meeting these challenges. For instance, you may already be in the habit of consider questions such as: Who is my audience? What do they want to know, and why? What genre—essay, memo, researched summary—should I choose, and why? By the end of English 102, you should know strategies for joining and participating in academic and public conversations. Specifically, you should be able to:

- Understand what it means to write for an “audience” and be able to express how different audiences might have different expectations for your writing—particularly for researched, persuasive writing.
- Know how to use argument as a way of responding to and shaping knowledge—especially in terms of choosing styles and formats that match your purposes for writing to your audience’s needs and expectations.
- Find and interpret resource material appropriately so that you can make choices about which sources are most authoritative and most useful.
- Know strategies for entering into and participating in academic and public conversations.

Goal 3: Explore and Evaluate Ideas. Perhaps you have heard the phrase “critical thinking”; it is used often, by various people, to mean a variety of things. In the context of English 102, we see critical thinking as the process of writing and reading to explore, understand and evaluate ideas. By the end of English 102, you should understand how writing can help you to discover new perspectives and arguments. Specially, you should be able to:

- Express your ideas in relationship to the ideas of others. This may mean summarizing and synthesizing material from varied sources to provide strong evidence for your assertions or to address ideas with which you disagree in an articulate and informed way.
- Analyze how you as a writer make choices about genre, layout, arrangement, organization and style to hold your readers’ interest and earn their understanding.
- Practice research and argumentation as a way to analyze and resolve questions or problems.
- Understand a research assignment as a series of tasks: exploring, finding, reading, evaluating, interpreting, synthesizing.
- Understand how language conveys and constructs knowledge and establishes or disrupts credibility and authority.

Goal 4: Integrate Research Effectively. Research allows you to increase your authority on a subject. By gathering knowledge about an issue (including knowledge of an opposing side’s argument), you can create powerful, informed and persuasive writing. By the end of English 102, you should be able to use, assess and integrate a variety of research strategies—field research, interviews, web research and library research—to explore, develop and support your arguments. Specifically, you should be able to:

- Develop a research question and find background information.
- Find a variety of print and electronic resources.
- Evaluate resources in terms of authority, currency, accuracy and objectivity.

- Use a variety of research strategies (primary and secondary sources) to explore, develop and support your arguments.
- Cite information ethically and accurately.

Goal 5: Know the Rules. As a student, it is important that you know the underlying “rules” of writing. Part of that knowledge comes from being aware of the traits that distinguish one genre from another (say, what makes an e-mail different from a business letter or a letter different from an academic essay). Another part of knowing the rules means being able to control features such as punctuation and spelling. Finally, it’s also important that you’re aware of what resources you have to use when you don’t know the rules. By the end of English 102, you should be able to:

- Understand how each genre has a different set of conventions (i.e., loose rules) that it follows, and know how to use them.
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Recognize when you’ve used elements of writing incorrectly (for example, misplaced a comma, misspelled a word, or structured a piece of writing incorrectly for that genre), and know how to find those mistakes and fix them.
- Use academic citation systems (MLA, APA, and so on) for documenting work, and know where to find resources that will help you with this.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

COURSE POLICIES

Social Justice

West Virginia University is committed to social justice. We actively support that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment in this class.

Cheating/Plagiarism

The English 102 community assumes your honesty and that you will turn in original work. Failing to do so may result in a failing grade for a paper, a failing grade for the course, or a more serious penalty.

WVU’s Academic Integrity Policy states:

Faculty, students, and administrators share the responsibility to maintain the University’s academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University’s catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to be fully familiar with the Student Conduct Code which can be found at <http://studentlife.wvu.edu/studentconductcode.html>. If you are at all confused about what is or is not plagiarism, ask!

Attendance

Because this course depends on your preparation for every class and your involvement during every class meeting, regular and on-time attendance and active participation are critical to your success. You are permitted to miss three classes without penalty. A fourth 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 6 or more classes *will* fail the course. I understand that unfortunate/unforeseeable circumstances arise which may cause you to miss class, and will take into consideration such events as long as you notify me.

Enrollment

Students are responsible for verifying their enrollment in this class.

- Last Day to Add: Friday, January 18th
- Last Day to Drop: Friday, March 22nd

Late Assignment Policy

All assignments should be turned in on time, and late work will not be accepted. We all know technology can sometimes be unreliable, so make sure you have assignments saved somewhere other than your computer (i.e. Dropbox, the Cloud, flashdrive, Google docs, etc.) to ensure that you will have a back-up in case your computer meets an unfortunate death. You may **ONLY** turn in an assignment late IF you write a touching, personal narrative (1-2 pages) in which you attempt to make me feel sorry for you. You will then have until the next class session to turn in your late assignment. If you do not turn it in at the next class session, you will receive a zero for that assignment.

Computers and Cell Phones

You are welcome to bring laptop computers and other electronic devices that support your educational endeavors into the classroom. If, at any time, these devices become a distraction to me or other members of the class you will be asked to put them away. All mobile phones should be turned off or set to a silent mode. If you must take a phone call because of an emergency please quietly excuse yourself from the room.

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 inform me. Also, please be aware of the support services available to you through Disability Services in room G30 of the Mountainlair. Its phone number is 304-293-6700, its email is access2@mail.wvu.edu, and its web site is http://socialjustice.wvu.edu/office_of_disability_services.

Writing Center

The WVU Writing Center is a resource that can support you in all aspects of the writing process. It is

located in G02 Colson Hall. For more information about the Writing Center refer to page xix in *JAC*.

University Counseling Services

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about its hours, services, and location, see its web site at <http://well.wvu.edu/ccpps>.

eCampus & Other Technology Tools

We will use eCampus for course materials, assignments, submissions, discussions and collaboration. eCampus works better with Firefox and Safari, and to a lesser extent with Chrome. **Note:** IE9 is not supported and will not function properly. To access eCampus, follow these directions:

- Open a browser.
- Go to <https://ecampus.wvu.edu/>
- Allow pop-ups to be accepted from this site
- Ensure your Java program is up-to-date
- Click on WVU Main Campus icon (on right side)
- Enter your MIX username and password.
- Click on ENGL-102

E-Mail

You should use your MIX e-mail account for class-related correspondence. I will only send material to MIX e-mail accounts to ensure confidentiality. If you use an e-mail account other than the MIX e-mail account, you can have your MIX e-mail forwarded to that account. Your other account should identify you by name, and if possible, you should change the settings on a class-related e-mail to have responses sent to your MIX e-mail account.

File Naming

Since all assignments will be submitted online, a critical piece of time management and efficiency lies in file naming. When I download assignments to review, each file needs to have a unique file name, or else files are overwritten. For example, if Anna sends me an analysis assignment, and the file is named *analysis.doc*, and Bill sends me an analysis assignment with the same file name, the latter will overwrite the former unless I change the file name. This, obviously, takes up more time and effort, and raises the possibility of missing and misdirected files.

File names must be labeled with your MIX userid and the name of the work (in shortened form). Here is an example of Jane Doe's Writing Strategies assignment: *jdoe2_strategies*.

I will return unread any attachment that does not follow this file naming protocol. Also, make sure your name is on the document itself.

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.)

ENGL102 GRADING POLICY

Your course grade will be based on the following:

- Portfolio: 70%
Reflective Cover Memo, Advertisement Analysis, Editorial Analysis, Annotated Bibliography, Research Proposal, Research Paper
- Informal Writing: 20%
Reading Responses, Article Presentation, In-Class Writing
- Participation: 10%
Attendance, punctuality, class/online discussion, participating in Peer Review, Conferencing

OVERVIEW OF REQUIRED WORK

Essays, informal writing and participation together comprise the work for English 102. Each of these components is described below:

Reading Responses. When the schedule indicates that you are to respond to a reading, you must go to the “Discussions” link on our E-Campus page, and respond to the reading in at least 300 words. In your responses, consider addressing: what you liked/disliked about the reading, did you agree or disagree with the author’s stance, did the author put forth a good argument with substantial evidence, etc. You can also use the questions that are listed after most readings in the textbook to guide your response. **You are required to post your response by MIDNIGHT the night before the class in which will discuss the reading. Try and read your classmates’ responses as well, and add your commentary. You are required to do 15/22 responses, which means you get SEVEN freebies. If you miss more than SEVEN reading responses your Informal Writing grade will drop SUBSTANTIALLY.**

Article Presentation. Each student will be required to give a short presentation on one of the readings/articles from the syllabus. I suggest you read pages 497-503 in *Current Issues and Enduring Questions* for information on how to successfully give an oral presentation. The presentation should be about ten minutes in length, and the presenter should be able to succinctly summarize the contents of the article, offer an opinion on the type and effectiveness of the argument, and provide 2-3 discussion questions. The presenter will then facilitate a classroom discussion of the reading.

Advertisement Analysis. (4-5 pages) In this assignment you will select two advertisements (print or video) which are selling the same type of product (shampoo, bathroom cleaners, deodorant, etc.) and dissect their rhetorical strategies and effectiveness. You will form a clear thesis statement which is supported by clear and substantial evidence.

Editorial Analysis. (4-5 pages) In this assignment you will be required to find a CURRENT editorial or

news article on a controversial issue. The editorial you choose to analyze **MUST** be at least three printed pages in length. You will then identify the argumentative structure of the editorial (claim, support, warrant) and argue whether or not the author makes a successful, effective argument. You will **NOT** offer your opinion on the subject matter, you will **ONLY** form an opinion on the author's ability to argue/support their claim.

Midterm Reflection. (1-2 pages) In the Midterm Reflection you will consider what you have learned about your writing process so far, identify your strengths and weaknesses, and indicate how you feel you need to improve your writing.

Research Proposal. (2-3 pages) In this assignment you will propose a topic for your final Research Paper. You will list possible research questions, directions which your argument may take, places where you may run into issues, and a tentative thesis. You will also provide a tentative Works Cited list in the correct MLA format.

Annotated Bibliography. After you have successfully submitted your Research Proposal, you will create an Annotated Bibliography of the sources you plan to use. Each annotation will include a summary of the source, and a brief description of how you plan to use the source in your paper. Your Annotated Bibliography must be in alphabetically order and follow proper MLA formatting.

Research Paper. (6-8 pages) In this paper you will set forth to answer one of the questions you indicated in your Research Proposal, form a clear thesis, and support your thesis with the sources you provided in your Annotated Bibliography. You will strive to form a clear, well argued, researched, and supported stance on a controversial issue that interests you.

Final Reflection. (1-2 pages) In your Final Reflection you will evaluate your progress throughout our course. What did you learn? What have you become stronger at? What do you still need to improve?

COURSE SCHEDULE

A schedule of readings can be found below. *The schedule is subject to slight alteration based on the progress of the class.*

*Readings marked with a * denote a presentation*

CLASS DATE	DISCUSSIONS AND ACTIVITIES
M 1/14/2013	Introductions, Syllabus. Read pages 129-135 in JAC. Read “Olympics as Ritual” posted in e-campus and a write a reading response on the discussion board.
W 1/16/2013	Introduction to Ad Analysis assignment, review of Ethos, Pathos and Logos. Read Chapter 1 in Current Issues, pg. 1-31. Write reading response to Harlan Coben’s article/ Letter of Response by Carol Weston on the discussion board.
F 1/18/2013	*Presentation on Harlan Coben/Carol Weston. Read Ch. 2 in Current Issues, pg. 32-73, Write reading response to Susan Brownmiller. LAST DAY TO ADD OR DROP CLASSES.
M 1/21/2013	MARTIN LUTHER KING DAY, NO CLASS
W 1/23/2013	*Presentation on Susan Brownmiller. Read Ch. 3 in Current Issues. Write reading response to Ronald Takaki
F 1/25/2013	*Presentation on Ronald Takaki. Read Ch. 4 in Current Issues. Write reading response to Nora Ephron.
M 1/28/2013	*Presentation on Nora Ephron. Read and write reading response to “What if Every Olympic Sport was Photographed like Beach Volleyball?”
W 1/30/2013	NO CLASS, CONFERENCES. Bring the two ads you plan on writing about to your conference!!
F 2/1/2013	*Presentation on “What if Every Olympic Sport was Photographed like Beach Volleyball?”
M 2/4/2013	Peer Review
W 2/6/2013	ADVERTISEMENT ANALYSIS FINAL FOR NOW DUE. Submit via e-campus by 10:30. Read Ch. 5 in Current Issues. Write Reading Response to to Nicholas D. Kristof and Betsy Swinton’s essay.
F 2/8/2013	*Presentation on Kristof and Swinton. Read Ch. 6 in Current Issues, pg. 226-261. Write Reading Response to Emily Andrews.
M 2/11/2013	Read Ch. 7 in Current Issues, pg. 261-288. Find at least three valid sources for your Editorial Analysis, and bring them to class.
W 2/13/2013	Read Ch. 7 in Current Issues, pg. 289-335. Write reading response to Theresa Washington.
F 2/15/2013	*Presentation on Theresa Washington. Read Ch. 8 in Current Issues. Write reading response to Durkakis and Mitchell.
M 2/18/2013	*Presentation on Toulmin Model and Durkakis and Mitchell. Prepare your thesis statement and Works Cited for your conference.

W 2/20/2013	NO CLASS, CONFERENCES.
F 2/22/2013	Peer Review
M 2/25/2013	EDITORIAL ANALYSIS FINAL FOR NOW DUE. Submit via e-campus by 10:30. Read Ch. 9 in Current Issues, write reading response to Max Shulman.
W 2/27/2013	*Presentation on Max Shulman. Read Ch. 10 in Current Issues, write reading response to Peter Singer and Garrett Hardin
F 3/1/2013	MIDTERM PORTFOLIOS DUE. Submit via e-campus by midnight. Presentation on Singer and Hardin. Read Ch. 11 in Current Issues, write reading response to Harry Blackmun and William Rehnquist.
M 3/4/2013	LIBRARY RESEARCH VISIT: CLASS WILL MEET AT THE DOWNTOWN LIBRARY AT 10:30, ATTENDANCE WILL BE TAKEN!
W 3/6/2013	*Presentation on Blackmun and Rehnquist. Read Ch. 12 in Current issues, write reading response to Edward Wilson.
F 3/8/2013	NO CLASS
M 3/11/2013	*Presentation on Edward Wilson.
W 3/13/2013	Peer Review
F 3/15/2013	RESEARCH PROPOSAL DUE. Submit via e-campus by 10:30. Read Ch. 13 in Current Issues, write reading response on Kate Chopin. Try to analyze!!!
M 3/18/2013	*Presentation on Kate Chopin (try to offer an analysis). Read Ch. 15 in Current Issues, write reading response to Moore and Schlafly.
W 3/20/2013	NO CLASS, CONFERENCES
F 3/22/2013	*Presentation on Moore and Schlafly. Read Ch. 16 in Current Issues. Write reading response to Green and Hayes.
M 3/25/2013	SPRING BREAK, NO CLASS!
W 3/27/2013	SPRING BREAK, NO CLASS!
F 3/29/2013	SPRING BREAK, NO CLASS!

M 4/1/2013	*Presentation on Green and Hayes. Read Ch. 17 in Current issues. Write reading response to Balko and Brownell/Nestle.
W 4/3/2013	ANNOTATED BIBLIOGRAPHIES DUE BY 10:30 IN ECAMPUS *Presentation on Balko and Brownell/Nestle. Read Ch. 18 in Current Issues, write reading response to Fishman and Nader.
F 4/5/2013	*Presentation on Fishman and Nader. Read Ch. 19 in Current Issues, write reading response on Abramson and Duke University.
M 4/8/2013	*Presentation on Abramson and Duke University. Read Ch. 20 in Current Issues, write reading response on Barnett/Rivers and Reed.
W 4/10/2013	*Presentation on Barnett/Rivers and Reed. Read Ch. 27 in Current Issues, write reading response to Stoddard and Jacoby.
F 4/12/2013	*Presentation on Stoddard and Jacoby. Read Ch. 31 in Current Issues, write reading response to Levin and Krauthammer.
M 4/15/2013	Presentation on Levin and Krauthammer.
W 4/17/2013	NO CLASS, CONFERENCES
F 4/19/2013	Peer Review
M 4/22/2013	RESEARCH PAPER FINAL FOR NOW DUE, Submit via e-campus by 10:30.
W 4/24/2013	REVISION WORKSHOPS
F 4/26/2013	REVISION WORKSHOPS
M 4/29/2013	REVISION WORKSHOPS
W 5/1/2013	REVISION WORKSHOPS
F 5/3/2013	FINAL PORTFOLIOS DUE, SUBMIT VIA E-CAMPUS BY MIDNIGHT

YOUR FINAL GRADE/PORTFOLIO WILL BE AVAILABLE TO PICK UP ON WEDNESDAY, MAY 8TH, 2013, BETWEEN 3:00-5:00 PM IN MY OFFICE (G07 COLSON HALL).