ENGL 102: Composition and Rhetoric  
FALL 2003: 8:30-9:45, 121 Armstrong

Prof. Lisa Weihman,  
Rm. 361 Stansbury Hall  
e-mail: lweihman@mix.wvu.edu  
Office Hours: Tuesdays/Thursdays 10:00-11:00 and by appointment

Course Description:  
This course will introduce you to the skills necessary for the production of excellent college-level writing, and is potentially the most useful course you will take as an undergraduate. Few things in life are more valuable than solid written and oral argumentation skills, in both your personal and professional life, and this class offers you a full semester of individual and group analysis of your writing proficiency. You will have the opportunity to sharpen your existing skills, and you will learn the fundamental concepts of argumentation and academic research. You will write three essays: two argumentative papers, each approximately 5 pp. long, and a major research project, which will be 10-12 pp. long. There will also be a number of smaller writing assignments, each designed to lead into the larger goals of the three papers. You will also give a 10 minute formal presentation on the subject of your research project during the last two weeks of class. You must have access to your MIX e-mail account and our MIX message board in order to fulfill the requirements of this class.

Course Objectives:  
• To introduce you to the basic concepts of solid argumentation.  
• To introduce you to essential research skills, including appropriate citation methodology.  
• To encourage critical reading and thinking skills.  
• To enhance your understanding and use of computer technology for writing, research, and editing.  
• To expose you to the necessity of working in teams and small groups, and introduce the fundamental issues involved in proofreading and editing your own work and the work of your peers.  
• To provide the opportunity for you to sharpen your oral presentation skills.  
• To prepare you for advanced college-level classes across the curriculum, and for life in the world beyond the university.

Required Texts:  
Ryan, Entering Academic Conversations: Research and Argumentation in English 102, 10th ed.

Requirements:  
1) All papers must be typed, double-spaced, with 1” margins. I will provide you with a style sheet that outlines standard MLA formatting guidelines. Keep copies of your work. You will occasionally need to provide your workshop group with copies of your work. Plan ahead for this expense.  
2) The paper length is a suggestion, not a mandate. If your response to a 5 pp. assignment is four to eight pages long, don’t panic.  
3) Keep all drafts, and hand in all drafts along with your final work.  
4) Research is required for your papers and the oral presentation. Your work should reflect careful reading and thinking about your subject. Do not merely summarize the work of your sources, or simply rephrase someone else’s ideas in your papers. I will be looking for your ANALYSIS – your critical response – to any outside source materials you bring into your work. Keep copies of your outside research materials or your detailed research notes, as I will require that you hand them in with your final project.  
5) Hand in papers on time. Late submissions will hurt your final grade, at my discretion.  
6) Participate in class discussions. Lack of participation in class will hurt your final grade.

GRADING: The Portfolio System  
This class will be graded on a portfolio system, which means that all work is considered “work in progress” until you hand in the final portfolio. Simply put, you may continue to revise “final” drafts of essays until the last day of class, when you will submit a selected portfolio containing representative assignments and a final portfolio letter.
detailing your progress in this class. I will assign grades to the first two essays so that you will have a marker of how well or how poorly you are progressing in the class, and I am happy to meet with you at any time to discuss your overall progress. Below is a general guide to my expectations for your work:

A (90-100) – Excellent Work. The assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, quiz, in an essay. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant support materials.

B (80-89) – Good Work. The assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, invoking weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones. Oral work is well-researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

C (70-79) – Average Work. The assignments for this course have been completed, but not necessarily in a timely or professional manner. The written assignments show effort by the student, but the analysis is incomplete, evidence is inappropriate or there is a lack of evidence, or there is significant difficulty with organization. Written work, whether on a test, essay, or quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

D (60-69) – Less than average work. The assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student’s ability to explain the subject of his/her presentation to the class.

F (<59) – Inadequate work. The assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or to organize the research necessary for oral presentation.

Grades of Incomplete will ONLY be given if you have completed at least 75% of our class work, and only if you discuss your situation with me and I agree that an incomplete is warranted. If you fail to complete one of the major assignments (the three major papers, the oral presentation), expect to fail the class. Do not disappear after the midterm, then reappear asking for an incomplete during the final week of school.

ATTENDANCE:
More than two missed classes will hurt your grade; five or more absences and you will fail the class. You are responsible for obtaining any handouts or assignments for the class you have missed. Make a friend or two in this class, exchange e-mail and phone numbers, and if you miss a class and want to know what happened, call/e-mail these people, or post a general query to our class website. I will not respond to e-mails from absent students who want to know “what I missed today in class.” It is your responsibility to do what you can to fill in any gaps in your notes. Do, however, feel free to discuss with me any problems resulting in extraordinary absences, and please drop in during office hours or schedule an appointment for an in-depth, one-on-one discussion of anything class related. I’m happy to see you, and happy to help work through any problems you may have with the assignments or the class material. If an emergency comes up, contact the Dean of Student Life. The Dean will inform all of your professors and will provide your instructor with helpful documentation: 304-293-5611.

ACADEMIC DISHONESTY:
The following definitions are from the West Virginia University Undergraduate Catalog 2001-2003. Please see the section on Academic Integrity/Dishonesty (pp. 48-52) for the full definition and discussion of procedures.

Plagiarism: “Plagiarism includes, but is not limited to: submitting, without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not
limited to) another individual’s academic composition, compilation, or other product, or commercially prepared paper.”

**Cheating:** Cheating includes “dishonest practices in connection with examinations, papers, and projects, including but not limited to:

a) Obtaining help from another student during examinations.
b) Knowingly giving help to another student during examinations, taking an examination or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own.
c) The unauthorized use of notes, books, or other sources of information during examinations.
d) Obtaining without authorization an examination or any part thereof.

Cases of academic dishonesty will result in a grade of F for the course and appropriate academic discipline. If you have any question about how to document sources, please see me.

**SOCIAL JUSTICE POLICY:**
WVU is committed to creating a learning environment where people of all races, religions, political affiliations and sexual orientations feel safe, respected and valued. I share this goal, and will work to insure that our classroom becomes such an environment. If you see anything I can do to further this goal, please let me know. You will be respected as a member of this class, and are expected to show your full respect for every other member of the class. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with Disability Services (293-6700).

**A Final Note:**
Issues of personal and political relevance are bound to emerge this semester, and you should feel free to divulge as much or as little personal opinion and experience as makes you comfortable. Consider all writing done for this class “public” writing, with the expectation of sharing it in small group or with the class at large.

**SYLLABUS:** subject to change with notice

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<tr>
<th>WEEK 1</th>
<th>August 19</th>
<th>Introductions</th>
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<td>HW: Read the introduction to <em>The Writer’s Presence</em></td>
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<td>Write 1+ p. “My relationship with writing, or,</td>
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<td>What I hope to get out of ENGL 102”</td>
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<th>August 21</th>
<th>Fundamentals of Argument</th>
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<td>HW: Meaningful Object Assignment, 2-3pp. (due 8/28)</td>
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<th>WEEK 2</th>
<th>August 26</th>
<th>PROFICIENCY ESSAY (in-class)</th>
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<tr>
<td>HW: Read King, “Letter from Birmingham Jail”, p. 692-709</td>
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<td>Post short response to MIX message board</td>
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<tr>
<th>August 28</th>
<th>Discuss King, Meaningful Objects</th>
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<tr>
<td>HW: Read Hachiya, “Hiroshima Diary” and Mayblum, “The Price We Pay”</td>
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<td>Post short response to MIX message board</td>
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<th>WEEK 3</th>
<th>September 2</th>
<th>Discuss Hachiya and Mayblum, Essay 1</th>
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<tr>
<td>HW: Read Townshend, “The First Hours” and Delillo, “In The Ruins of the Future”</td>
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<td>Post short response to MIX message board</td>
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<tr>
<th>September 4</th>
<th>Discuss Townshend and Delillo</th>
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<td>HW: Review websites on plans for WTC/Pentagon Memorials</td>
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<tr>
<td>Post links to what you find/personal responses to MIX message board</td>
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| WEEK 4 | September 9 | Public Memorials as visual arguments |

September 11

Television coverage of 9/11 memorial and/or news reports

HW: Rough Draft of Essay 1

WEEK 5

September 16

PEER WORKSHOP

HW: Full draft of Essay 1 for comments

September 18

Continuums

HW: 5 Continuums

WEEK 6

September 23

Fundamentals of Web Research/Essay Two Topic Discussion

HW: Analysis of a political webpage, posted to our message board with link

September 25

LIBRARY TOUR (TBA)

HW: 1-2pp. analysis of the major position points of your candidate

WEEK 7

September 30

ESSAY ONE DUE; Candidate discussion

HW: Read Orwell, “Politics and the English Language”

Post short response to Orwell on the MIX message board

October 2

Discuss Orwell

HW: Rough Draft of Essay 2

WEEK 8

October 7

PEER WORKSHOP (bring copies for group)

HW: Full draft of Essay 2

October 9

SMALL GROUP CONFERENCES TBA

WEEK 9

October 14

SMALL GROUP CONFERENCES TBA

HW: Final Draft of Essay 2

October 16

Citation Workshop/Nuts and Bolts

HW: Final Draft of Essay 2

WEEK 10

October 21

ESSAY 2 Due; Writing a research proposal; Essay 3

HW: Research possible topics for Essay 3

October 23

Annotated Bibliographies/conducting ethical research

HW: Research Proposal, including bibliography

October 24

Last Day to Drop a Class

WEEK 11

October 28

Research Proposal with bibliography due; share topics

HW: Analysis of a peer-reviewed journal article

October 30

What makes a presentation memorable?


WEEK 12

November 4

Catch-up Day; draft of research project to me and group

November 6

SMALL GROUP CONFERENCES TBA

WEEK 13

November 11

SMALL GROUP CONFERENCES TBA

Peer Workshop on Presentations

November 13

WEEK 14

November 18

Presentations

November 20

Presentations

WEEK 15

November 24

Thanksgiving Recess

WVU Closed

November 27

Happy Thanksgiving

WEEK 16:

December 2

Presentations

December 4

Presentations

December 5

Final portfolio, including Research Paper (10-12 pp.) and Portfolio Letter, due by 12:00 noon.