English 102
Composition and Rhetoric: Current Public Issues in Appalachia

English 102/030 T-R 10:00  403 Armstrong Hall
English 102/035 T-R 11:30  415 Armstrong Hall

Jo Ann Dadisman
345 Stansbury
Office: 293-3107x450
Home: 864-0879 (before 10 PM)
Email: joann.dadisman@mail.wvu.edu
Office hours: M-W 1:30-2:30 and by special appointment

Objectives: English 102 is intended to provide the student with continued opportunity to master written communication skills through critical thinking, reading and writing. This class will fulfill that need while exploring special topics: current public issues in Appalachia. The issues which concern this region generally affect American residents throughout the country, although the ramifications, implications or causes may be more localized. This course intends that the student develop analytical skills of argument while applying those skills to the issues which impact state and regional residents. Although the subject matter may be restrictive, the learning outcomes for students remain the same as for all English 102 students. Consult page 16 of Entering Academic Conversations for a specific listing of these desired outcomes.

Schedule of Class Meetings/Assignments*:
This course is set up on a two-day schedule, with instruction/assignments falling on Thursdays and workshops, small group meetings and due dates falling on Tuesdays to give you the optimum number of days to complete your work. All students are expected to come prepared to all meetings, for activities, quizzes and homework assignments may be collected on either day.

- Always bring handbooks on Tuesday; bring other texts to class as indicated by assignments.
- The instructor reserves the right to make schedule changes which benefit the class.

Week #1: Jan. 13-15

- Course introduction; reading assignment: Part Two (Entering Academic Conversations); course contract
- Library survey; personal inventory; letter of introduction (2 copies); reading assignment: Part Three (Entering Academic Conversations) pages 27-29 and Collegiate English Handbook, pages 3-26; internet assignment: initial search on Appalachia and stereotypes
Week #2: Jan. 20-22
- Using guidelines from CEH, make changes in one draft of your letter; small group discussions on stereotypes of Appalachia; reading assignment: Part Four (Entering Academic Conversations); assignment: self-guided tour of Wise Library, including Appalachian Collection and WV History Collection
- Library workshop (136 Wise Library); reference librarian’s presentation to research; library assignment: “media’s presentation of Appalachia: stereotypical or not?” (due Thursday, Jan. 29); reading assignment: Part Three, pages 35-36, Discovering Arguments, pages 510-525 and Part Five of Entering Academic Conversations

Week #3: Jan. 27-29
- Discussion of readings; small group meetings to complete library assignment; reading assignment: Chapter 1, Discovering Arguments (entire chapter)
- Essay #1: an opinion essay on the media’s treatment of Appalachia; rough draft due Feb. 3, final draft due Feb. 12; schedule conferences outside of class

Week #4: Feb. 3-5
- Use 8B in handbook to address word conventions in rough draft; review page 33 in Discovering Arguments; revise thesis accordingly; exchange rough drafts for peer readings; writing assignment: major revision #1
- Film: Strangers and Kin; reading assignment: Chapter 2, Handbook

Week #5: Feb. 10-12
- Peer reading and evaluation (using Chapters 2 and 3, Handbook); reading assignment: Part Three (Entering Academic Conversations), pages 42-49 and Interchapter 1 (Discovering)
- DUE DATE FOR ESSAY #1; in-class reflection of writing project; exploring current public issues in Appalachia; reading assignment: Chapter 2 (Discovering), pages 75-110; research assignment: collecting local issue materials

Week #6: Feb. 17-19
- Small group work on local issue; film: Digging Deep; reading assignment: Chapter 5 (Discovering), pages 332-366; Essay #2: Arguing a Local Controversy: Creating an Annotated Bibliography; on line searches for annotated bibliography guidelines
- Independent research/work day/no class; bring rough draft on 9/30; read Chapters 4 (116-142 and Chapter 5 (164-171) in Handbook
Week #7: Feb. 24-26
- Peer reviews: special emphasis on paragraph development and defense of position (Chapter 10B in Handbook); writing assignment: revision #1 and 2 page mid-term self evaluation
- Small group conferences/midterm evaluations; reading assignment: Entering Academic Conversations, pages 48-49; Chapter 9, (Discovering) pages 558-569; writing assignment: revision #2

Week #8: Mar. 2-4
- Peer review of new draft with special emphasis on Chapter 3 of Handbook and documentation; writing assignment: final draft of essay #2 (annotated bibliography)
- DUE DATE FOR ESSAY #2; personal reflection of writing project; Arguing from definition; Reading assignment: Chapter 3, Discovering and Part Three, Entering Academic Conversations, pages 30-33; research assignment: using MountainLynx, do a keyword search in periodicals for a “hot” term, such as “environmental protection,” “human rights,” “public welfare.” Bring in at least three sources which have at least two paragraphs using this term. From the library’s computer terminals, go online to Oxford English Dictionary (OED) database; print out a copy of etymology of term or terms.

Week #9: Mar. 9-11
- Small group activities: exploring power of words in argument; reference Chapter 10, A5 and B, pages344-346 and 352
- Essay #3: Argument by Extended Definition; conference schedule; rough draft is due Mar. 23

Week #10: Mar. 16-18 Spring Break

Week #11: Mar. 23-25
- Peer review and revision; rhetorical analysis of draft by peer (Entering) 34; reading/writing assignment: “How to Incorporate Sources…,” (Entering), 43-47
- Discussion of readings; final q/a for essay; choosing topics for final paper

Week #12: Mar. 30-Apr. 1
- DUE DATE FOR ESSAY #3; in-class reflections; small group activity on portfolio development
- Review of Toulmin’s method of argument; Essay #3: Taking a Stand on a Current Public Issue; research assignment: collecting materials for 11/11; reading assignment: Chapter 10 (Discovering); creating a proposal (due Apr. 6); conference schedule

Week #13: April 6-8
- **PROPOSAL DUE:** small group activities on outline development and oral presentations
- Independent work day

**Week #14: April 13-15**
- Individual conferences on essay #4

**Week #15: April 20-22**
- Oral presentations
- Portfolio submission

**Week #16: April 27-29**
- Oral presentations/conferences
- Oral presentations/conferences

* The instructor reserves the right to make changes in the class meetings or meetings as needed.

**REQUIRED TEXTS:**


**REQUIRED MATERIALS:**

You will need a class notebook, preferably a three ring binder, for all research materials and writing projects, including copies of articles, rough drafts, revisions, peer reviews and evaluated drafts. All supporting materials will accompany the submission of each major writing assignment, with the exception of #4, which will be submitted in completed form as part of your portfolio at semester’s end. A plastic file folder is recommended for use in submitting assignments, especially the final portfolio. Course books and materials as indicated are to be brought to class on a regular basis. Access to the internet and an activated MIX account are also required.

**DUE DATES:**

Assignments are due on the date indicated. You have a grace day to be used at your discretion once during the semester. It extends the time of submission by 24 hours. Bring assignments to class on the date due. If you are unable to do so, please bring it to room 231 in Stansbury, have a secretary note the date/time and then place the assignment in my mailbox. DO NOT SLIDE ANY WORK UNDER MY OFFICE DOOR. Late work will result in the loss of credit (see page 18 of *Entering Academic Conversations*).
ATTENDANCE:  
See page 18 of *Entering Academic Conversations.*

GRADES:  
Letter grades will be determined by percentage grades as described on page 20 of the course guide. All four major assignments must be completed in order to pass the class. You must submit a complete portfolio and 20+ pages of your best work (polished and revised after peer and instructor responses), in addition to a 3-4 page conclusion written after the portfolio has been finished.

**Grades will be determined as follows:**

- Small group library assignment: 5 points
- Oral presentation: 10
- In-class activities/participation: 30
- Proposal for essay #4: 5
- Portfolio: 50

I maintain an open door policy and look forward to speaking with you personally about questions, concerns or conflicts which arise during the semester. Please use my office hours, email or phone to contact me. I encourage individual office conferences, phone conferences and email conferences. If you are unavailable to meet with me during my regular office hours, we will meet at your convenience. One final note: Be sure to check your MIX account regularly for messages to the class.