

## English 102-012: Composition and Rhetoric II

ENGL 102/012: Composition and Rhetoric  
Spring 2012, MWF 10:30-11:20 AM  
Armstrong Hall, 121

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**Office** Colson Hall, G05

**Office Hours** Monday and Wednesday: 11:30-12:30 **and by appointment**

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**Course Description:** Regardless of your future career choice, the ability to effectively communicate through writing, construct and evaluate logical arguments, and demonstrate critical thinking skills are essential to success in *every* field. English 101 (or an equivalent) emphasized writing as a process, creativity, and awareness of audience, genre, and conventions—all of which are foundational skills for success in English 102. In this course, you will engage with *research and argument* and devote even greater attention to *revision and organization strategies* to meet the specific needs of an audience and a purpose.

**Required Texts:** (you must purchase the required editions; do not buy used, out-of-date copies of *JAC*, or copies with missing pages)

Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102*. 5<sup>th</sup> ed. Plymouth, MI: Hayden-McNeil Publishing, 2011. Print. (**JAC**)

Lunsford, Andrea A. *Easy Writer*. 4<sup>th</sup> Ed. Bedford: Boston, 2010. Print. (**EW**)

Lunsford, Ruskiewicz, and Walters. *Everything's an Argument*. 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010. Print. (**EA**)

**Course Goals/Outcomes:** As you begin to read *Joining Academic Conversations*, you will see that the book designed for this course at WVU should help you meet five important goals:

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas
- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

We will engage with these course goals throughout the semester. The various assignments given to you—written papers, group activities, reflective memos, and workshops—will develop and emphasize your skills in revision, reflection, critical thinking, and the analysis of arguments, as well as more specific skills that engage with the goals listed above.

**Important Additional Resources:** My course uses eCampus heavily; I will post readings, conference schedules, and peer-review information to the course eCampus page. Additionally, you will submit most, if not all, of your graded work to eCampus as attachments. These attachments must be properly formatted and submitted on time to receive full credit. Proper formatting includes: an attachment saved as either a Microsoft Word document or rich text file, and additionally formatted with one-inch margins, double-spacing, and Times New Roman, 12-

point font. A proper heading should include your name, the instructor's name, the course title and number, and the date. I will penalize all late work, whether because of missed deadlines or attachments that I cannot open. Make sure you are familiar and comfortable with eCampus; submitting properly formatted work, on-time, is entirely within **your** control.

The Writing Center is invaluable for getting additional feedback that leads to further revision and successfully developed drafts. I would strongly encourage you to use this free resource, located in Colson Hall, G02. It is open Monday-Thursday, 10:00 am – 5:00 pm, and Friday, 10:00 am – 3:00 pm.

The English 102 LibGuide can be found here: <http://libguides.wvu.edu/english102>

**Attendance:** Attendance is **mandatory** and absences are rarely excused. If you expect to miss a large amount of classes during the semester then take English 102 another time. You are allowed **three** absences without penalty; your **fourth** and **fifth** absences will each result in one full letter grade reductions to your final grade. You will automatically fail upon missing your **sixth** class. The reasons for your absences rarely matter—"excused" and "unexcused" absences count the same—so make it a priority to attend class.

**Lateness:** I do not have a defined lateness policy, but if chronic lateness becomes a problem I will institute stiff penalties. If you arrive late do not interrupt the class and do not make a scene. The syllabus clearly lays out whether we will be meeting in the classroom or the computer lab. It is your responsibility to arrive at the required room on time.

**Email:** We are privileged with the most efficient, accessible, and effortless form of communication ever conceived; **please use it**. If you miss class I expect an email from you within 24 hours; it is your responsibility to e-mail me and ask for the work you've missed. If you do not email me within 24 hours I am not responsible for providing you with extra time and/or assignments to make up what you've missed. In your emails please include a relevant subject line, a greeting, and your name.

**Cell Phones:** You are welcome to write the daily homework down in your phone or send emails of your work through the phone; however, **once class starts your phone should be silenced and put out of sight**. I am mindful of the time and will dismiss everyone on-time. If I catch you on your phone I will deduct 5% from your participation grade for the semester. If you are expecting a phone call then notify me prior to class.

**Workshops and Peer Review:** These are vital periods for your success in English 102. It is your responsibility to arrive at workshops and/or peer review fully prepared. Failure to do so not only hurts your ability to be successful in English 102, but it also hurts your classmates' chances for success. If you arrive to a workshop or peer review unprepared I will deduct 5% from your participation grade for the semester **and** you will receive an absence for the day.

**Conferences:** Whenever a conference is scheduled a class day will be cancelled. As a result, conferences are mandatory and a missed conference will result in a reduction of 5% from your participation grade for the semester **and** an absence for the day. Conferences will not be rescheduled unless you speak with me in advance.

**Coursework:** This is a portfolio-based course, which means a significant portion of your grade will be determined through multiple drafts of each assignment. Therefore, you must save several, distinct drafts under different names. **Do** save multiple, revised copies of a paper: i.e., Editorial

Analysis Rough; Editorial Analysis Revised; Editorial Analysis Final. **Do not** revise the same document several times under the same name.

Throughout the semester you will have multiple due dates; for each date, I will give you a clear, detailed prompt that outlines what is due and how it will be evaluated. Each of your large paper assignments will be due as “Final For Now” drafts, which are your revised, final drafts that I evaluate for the first time. Once you have received these evaluations, you have the entire semester to revise them further, meet with me about your revisions, and prepare them for your final portfolio.

You will turn in two portfolios in the course of the semester and receive two grades: mid-term and final. With the exception of late penalties, the mid-term will not affect your final grade. You should use the mid-term to gauge your revisions, your participation, your diligence to informal writing assignments, and your overall effort in the class. The midterm grade will highlight those areas where you need to improve and/or re-evaluate your efforts. The final portfolio will determine your grade and I will give extensive, detailed instructions about assembling this portfolio at the end of the semester. Your grade will breakdown as follows:

- Portfolio (70%)
- Informal Writing (20%)
- Participation (10%)

**Portfolio:** You will submit a portfolio for your midterm and final. My evaluation of your portfolio will take into account your initial drafts of the major papers, your revisions, any late penalties, the overall presentation and format of your papers and portfolio, and representative memos.

**Informal Writing:** Informal writing will consist of five short writes assigned throughout the semester. Additionally, memos, online peer reviews, in-class writings, and other short writing assignments will be counted in this category. I will assign approximately 10-15 informal writing assignments; these assignments are not revisable and will not be accepted late.

**Participation:** Participation is determined by your attendance record and your ability to present substantial, thoughtful comments during in-class lectures. Additionally, your behavior as a citizen of the classroom and your work during peer review, workshops, and group work are taken into account.

**In-Class Conduct:** I expect everyone in my class to embrace principles of social justice and mutual respect. Everyone in my class will be respectful to each other regardless of religion, race, politics, class, ethnicity, gender, sexual orientation, etc. If you are disruptive during class I reserve the right to ask you to leave. If you must use the restroom during class you do not have to ask, just please leave the classroom quietly and without disruption.

### Schedule of Work

\*\*Instructor reserves the right to change any deadlines, assignments, etc. on this schedule\*\*

Week	Topic	Required Reading
<b>M 1/9</b>	Course Introduction and Syllabus <b>Due Today: Print out one copy of syllabus, pp. 1-3</b>	<i>JAC</i> , pp. IX-XVIII & <i>EW</i> pp. 12-17
<b>W 1/11</b>	What is academic writing? <b>Due Thursday: Post Intro Letter to eCampus by 11:59 pm</b>	<i>JAC</i> , pp. 131-135 & “What is Academic Writing?” posted to eCampus
<b>F 1/13</b>	<b>COMPUTER LAB: Colson Hall, G18</b> What is an argument?	<i>EA</i> Chap 1, pp. 1-37 & <i>JAC</i> , pp. 39-42
<b>M 1/16</b>	<b>Martin Luther King Jr. Day - NO CLASS</b> <b>Due Tuesday: Post SW I to eCampus by 11:59 pm</b>	SW I: <i>EA</i> , pp. 36-37, #1 & #4. Choose <b>2</b> items from <b>each</b> question; devote a paragraph to each item, giving you four full paragraphs & read Advertisement Analysis Prompt
<b>W 1/18</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Occasions, purposes, kinds, and appeals of argument	<i>EA</i> , Chap 2-3, pp. 38-68 & <i>JAC</i> pp. 1-11 & bring three advertisements to class
<b>F 1/20</b>	Cultural Arguments: Race and Representation	Read Elliott and Munson articles posted to eCampus; print out copies and take notes & SW II: <i>EA</i> , pp. 51, #1; choose three slogans and analyze each in a full paragraph—three full paragraphs, 1.5-2 pages max
<b>M 1/23</b>	Thesis Statements, Structure, and Rhetorical Analysis	Read “What is a Thesis Statement?” posted to eCampus & <i>EW</i> pp. 17-24 (stop after Reflecting) & <i>EA</i> , Chap 5, pp. 95-117
<b>W 1/25</b>	<b>CONFERENCES W/R - NO CLASS</b> <b>Due Thursday: Post SW II to eCampus by 11:59 pm</b>	Read <i>JAC</i> , pp. 12-16 & bring copies of advertisements and drafts of AA Introduction and one body paragraph
<b>F 1/27</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Due Today: Electronic copy of AA Rough Draft</b> Peer Review Workshop on AA	Read <i>JAC</i> , pp. 17-19, 23-25, 27-29, 32-33

<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>
<b>M 1/30</b>	<b>Due Today: Post AA FFN Draft and Reflective Memo to eCampus by 11:59 pm</b> Logic and Critical Thinking in Argument	Read <i>EA</i> , Chap 4, pp. 69-93 & <i>JAC</i> , pp. 53-56
<b>W 2/1</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Structuring Arguments	<i>EA</i> , Chap 7, pp. 170-200 & read Editorial Analysis Assignment Prompt & begin collecting three issues of <i>Daily Athenaeum</i>
<b>F 2/3</b>	Toulmin Arguments and Fallacies	Read <i>EW</i> , pp. 25-35 & <i>JAC</i> , pp. 44-46, 49-50
<b>M 2/6</b>	Fallacies of Argument	Read <i>EA</i> , Chap. 17, pp. 515-535 & <i>JAC</i> , pp. 139-142
<b>W 2/8</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Due Today: Three issues of <i>Daily Athenaeum</i></b>	Read <i>EA</i> , Chap. 8, pp. 208-248 & David Ignatius Editorial posted to eCampus
<b>F 2/10</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Due Today: Electronic copy of EA Rough Draft</b> Peer Review Workshop	Read <i>JAC</i> , pp. 146-150, 155-156
<b>M 2/13</b>	<b>CONFERENCES M/T - NO CLASS</b> <b>Due Today: Post SW III to eCampus by 11:59 pm.</b>	TBA
<b>W 2/15</b>	<b>COMPUTER LAB: Colson Hall, G18</b>	Read <i>EA</i> , Chap. 9, pp. 249-283 & Kathleen Parker editorial posted to eCampus
<b>F 2/17</b>	Word Choice, Language, and Style in Written Arguments	Read <i>EA</i> , Chap 13, pp. 417-439 & <i>EW</i> , pp. 55-58, 145-147, 150-155
<b>M 2/20</b>	<b>Due Today: Post EA FFN Draft and Reflective Memo to eCampus by 11:59 pm</b>	Read <i>EA</i> , Chap 18, pp. 536-548
<b>W 2/22</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Due Today: Electronic copy of midterm memo</b>	Revise and assemble Midterm Portfolio
<b>F 2/24</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Mid-Semester</b> <b>Due Today: Midterm Portfolio</b> Discuss Research Analysis	Complete Midterm Portfolio & read Research Analysis Prompt & SW IV: <i>EA</i> , pp. 149—use your EA FFN to answer each question in #4. Your answers should be

		written in formal, academic paragraphs. Your response should be about two pages.
<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>
<b>M 2/27</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Evaluating Sources and Narrowing Research Topics	Read <i>JAC</i> , pp. 79-84, complete 86 & <i>EA</i> , Chap 19, pp. 549-565
<b>W 2/29</b>	Separating Fact From Fiction in Cultural Arguments <b>Due Thursday: Post SW IV to eCampus by 11:59 pm</b>	Read Cohen and Mariani and Hewitt articles posted to eCampus, print out and take notes
<b>F 3/2</b>	<b>Library Day – Meet in Downtown Campus Library Lobby</b>	Meet in lobby of Downtown Campus Library; print out copy of library worksheet & complete <i>JAC</i> , pp. 87
<b>M 3/5</b>	Annotated Bibliographies	Read Annotated Bibliography materials posted to eCampus & <i>JAC</i> , pp. 118-124 & <i>EA</i> , Chap 20, pp. 566-586
<b>W 3/7</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Quotes, Framing, and Summaries	Read <i>JAC</i> , pp. 126-127—complete activity on 127 & read “Integrating Resources” posted to eCampus
<b>F 3/9</b>	<b>Due Today: Post RA Annotated Bibliography to eCampus by 11:59 pm</b> Direct quotes, Paraphrasing, Summary	Finish Annotated Bibliography
<b>M 3/12</b>	Evaluating Evidence	Read <i>EA</i> , Chap 16, pp. 491-514
<b>W 3/14</b>	<b>Instructor at Conference</b>	Read <i>EA</i> , Chap 10, pp. 284-334
<b>F 3/16</b>	<b>Instructor at Conference</b>	Read <i>EA</i> , Chap 11, pp. 335-372
<b>M 3/19</b>		
<b>W 3/21</b>	<b>CONFERENCES W/R - NO CLASS</b>	TBD
<b>F 3/23</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Visual Arguments	Read <i>EA</i> , Chap 14, pp. 441-465
<b>3/24-4/1</b>	<b>Spring Recess</b>	Revise RA FFN Draft and Reflective Memo

<b>Week</b>	<b>Topic</b>	<b>Required Reading</b>
<b>M 4/2</b>	<b>COMPUTER LAB: Colson Hall, G18</b> <b>Due Today: Electronic copy of RA FFN draft due</b>	Complete RA FFN Draft and Reflective Memo & SW V, see prompt on eCampus
<b>W 4/4</b>	<b>Due Today: Post RA FFN Draft and Reflective Memo to eCampus by 11:59 pm</b> Presenting Arguments	Read <i>EA</i> , Chap 15, pp. 466-490
<b>F 4/6</b>	<b>Friday Before Easter Recess - NO CLASS</b> <b>Due Thursday: Post SW V to eCampus by 11:59 pm</b>	
<b>M 4/9</b>	Final Portfolio and Oral Presentation Discussion	Read Final Portfolio and Oral Presentation materials posted to eCampus
<b>W 4/11</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Final Memo Drafting Activity	Continue drafting Final Memo & complete rough draft of Preface
<b>F 4/13</b>	<b>Due Today: Paper copy of Preface</b> Preface Peer Review Workshop	Revise Final Memo and complete draft for Monday
<b>Week</b>		
<b>M 4/16</b>	<b>Due Today: Paper copy of Final Memo rough draft</b> Final Memo Peer Review	Prepare for Oral Presentations & Revise/Assemble Final Portfolio
<b>W 4/18</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Oral Presentations	Prepare for Oral Presentations & Revise/Assemble Final Portfolio
<b>F 4/20</b>	Oral Presentations	Prepare for Oral Presentations & Revise/Assemble Final Portfolio
<b>M 4/23</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Oral Presentations	Prepare for Oral Presentations & Revise/Assemble Final Portfolio
<b>W 4/25</b>	<b>COMPUTER LAB: Colson Hall, G18</b> Oral Presentations	Prepare for Oral Presentations & Revise/Assemble Final Portfolio
<b>F 4/27</b>	<b>NO CLASS</b> <b>Due Today: Final Portfolios—I will be in my office collecting Final Portfolios from 10:30-12:30</b>	

**Portfolios Returned:**

Friday, May 4<sup>th</sup> from 11:00 am - 3:00 pm