

English 102: Composition and Rhetoric II

Spring 2013

Syllabus

Section: 062

Location: Room 403 Armstrong Hall-D

Tuesday and Thursday 2:30 p.m. to 3:45 p.m.

Instructor: Sreya Chatterjee

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Office: G-05

Office Hours: **Tuesdays and Thursdays 11:00 p.m to 12:00 p.m. (and by appointment)**

Overview: All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling 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. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;

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. Some of them will seem familiar from English 101, a prerequisite, while others will be new. All of the assignments and activities you complete in English 102 will help you master these course 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.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. How can these five goals be translated into outcomes? Read on. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

Course Policies and Procedures. Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. Please note that the inside front cover of this text also provides you with a quick reference to some of the resources you may rely upon during the course. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have. NOTE: Because this is a workshop class, attendance is mandatory and rarely open to negotiation.

Special Needs. If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience. I will work with those in this resource and you. If you need help with any of the assignments, please visit the WVU Writing Center which is located on the downtown campus in G-02 Colson Hall.

Office of Student Life. This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is (304) 293-5611.

Social Justice. I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

Texts and Materials. Please purchase the following three required texts:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2013
- Faigley, Lester and Jack Selzer. *A Little Argument*. Boston: Pearson, 2010.
- Lunsford, Andrea A., John J. Ruskiewicz and Keith Walters. *Everything's an Argument* Boston: Bedford and Martins, 2010.
- You will need a soft-cover binder or large envelope in which to submit your writing when major assignments are due, as well as twice during the semester for portfolio review.

English 102 Assignment Overview. The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry.

As your instructor I will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

- (1) Advertisement Analysis (4-5 pages)
- (1) Researched Analysis (4-5 pages)
- (2) Research Proposal (3+ pages)
- (3) Annotated Bibliography (4-5 pages)
- (4) Argumentative Essay (6+ pages)
- (5) Reflective Writing
- (6) Informal writing exercises.

English 102's Portfolio Approach. Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in first year composition.

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 submit a portfolio of your work twice for evaluation: once at mid-semester and once at the end of the course.

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that portfolio and reflection at week 7, your instructor will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to *JAC*, the course syllabus, and the course rubric located on the inside back cover of *JAC*. The major assignments included in this submission will be the “final-for-now” drafts of the advertisement and editorial analyses (see below), but you will also include short writes, in class activities, and other evidence of your progress to date.

At the end of the semester, you will be asked to write a second memo, this one addressing the formal writing you have completed for the course and encompassing your work for the entire semester. You will have an opportunity to revise both Essays 1 and 2 (ad and editorial analyses) that you submitted for the midterm portfolio. In addition you will also include your graded research proposal, graded annotated bibliography, and revised researched analysis (Essay 3).

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Your instructor will provide you with detailed assignment sheets or refer you to your text for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

Midterm Portfolio (for evaluation and revision)

- Advertisement analysis (4-5 pages): Write an essay in which you examine the rhetoric and effectiveness of two or three CURRENT print ads on the same type of product (car insurance, cleaning products, jeans, anti-aging creams, etc.) Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement. Mode of evidence: periodical sources.
- Editorial analysis (4-5 pages): Select a CURRENT editorial or an in-depth news column on a controversial issue that interests you as found in a regional publication. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.
- Reflective Writing (1-2 pages) each. English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

Final Portfolio : revised coursework (50%)

- Research proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access libguide for 102 on our WVU eCampus webpage.
- Annotated bibliography (4-5 pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and

relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use libguide for 102.

- Argumentative essay (6+ pages). This is the culmination of work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Reflective Writing (1-2 pages) each. Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

Informal Writing (20%). Informal writing might include reading responses, short analyses, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. They may also be assignments that are actually part of the major assignment (such as submitting an introduction, conclusion, works cited page with a partial listing of sources, etc.) This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about 8-10 such informal writing assignments for a total of 20 pages. You will receive a midterm informal writing grade and a final semester grade. These grades are “frozen” and based upon short writes that can not be revised. Please see *Informal Writing Grade Descriptors* for more information.

Presentations (10%). Presentations at the end of the semester will count towards 10% of the final grade. You will be assessed on your presentation of the material, your level of preparation, your ability to respond to and tackle questions from the audience. Responding to the presentation by your peers will also enhance your class participation grade.

Participation (20%). Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class. Engaging in side conversations with peers or the unwarranted use of any electronic devices during class will be considered negative class participation. This kind of disruptive behavior negatively affects the ambience of the class and will result in a significant reduction on your overall grade percentage in addition to being dismissed from the classroom.

English 102 Evaluation Criteria and Grade Descriptions. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

▪ Portfolio Writing: revised, written work from 5 major assignments	50%
▪ Short Writing Assignments and Homework	20%
▪ Presentations	10%
▪ Participation	20%

Grade Descriptors for English 102. I will follow the descriptors provided in JAC on pages xvi-xvii. These The following criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

ENGL 102 SCHEDULE OF WORK DUE (Subject to slight changes announced in class)

Text Abbreviations: JAC=*Joining Academic Conversations* EA=*Everything's an Argument* ALA=*A Little Argument*

The Schedule of Work due includes Class Activities, Due Dates, and Homework. The Class Activities may explain what will be covered on any given day, but you should bring your textbooks to all class meetings. As you read above, we may make changes as appropriate, so plan to be present at all times. The Due Dates identify when something is to be submitted. The Homework information from the day before explains how you are to prepare for each class meeting.

English 102 Evaluation Criteria and Grade Descriptions. Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. The evaluation is divided into four categories

- 1) The final portfolio—the major assignments, the informal writing assignments, reflective writing etc is covered by 50% of the final grade.
- 2) Informal writing assignments and homework will be covered by 20%.
- 3) Presentations of the final project at the end of the semester—10%.
- 4) Class participation—20%. This includes, appropriate class behavior, engagement with the coursework, responding to and joining in class discussions, and meeting deadlines for the assigned work.

Schedule of Work:

Months	Days (Tuesday and Thursday) & Plan of Study	Assigned Readings, Homework and Due dates for coursework submission.
January WK 1	15/01 Introduction Syllabus Course Overview. UNIT I: Advertisement Analysis Understanding Consumer Culture 17/01 Discussion of assigned reading and informal writing activity from JAC Today's discussion topic: The Advertisement as a rhetorical text. Discussion will be accompanied by a discussion of specific ads.	Homework: Reading for next day "Captains of Consciousness" (Electronic copies will be sent out). Homework Informal writing: Question and Answer worksheet to be filled out and returned to the instructor, at the next class.
WK2	22/01 Discussion and class activity: Analyzing the advertisement as rhetorical text. Structure and organization of the argument. Choosing the text and conducting initial research on the advertisement.	Expository Research activity- Worksheets will be sent out.

WK3	<p>24/01 Today's discussion: Integrating research into the paper. Drafting a thesis statement. Peer Review Workshop- Advertisement Analysis Paper. Please bring your paper with you to class.</p> <p>29/01 UNIT II: Editorial Analysis Discussion of different kinds of Editorials and their rhetorical approach. Choosing an issue of topical interest. Bring 2 Editorials on a chosen issue from two different newspapers or magazine of your choice.</p> <p>31/01 The Editorial as rhetorical text. Understanding the politics of news circulation. Informal Writing Activity to be assigned.</p>	<p>Advertisement Analysis “final-for-now”paper Due today in class.</p>
February WK4		<p>Come prepared with some research on the chosen issue and the chosen newspaper.</p>
WK 5	<p>05/02 Report on news circulation: This 2 page report on your chosen issue will cover its dissemination and circulation in the news and popular media over a specific period of time and offer a critical analysis of its latest development</p> <p>07/02 News Report Informal Writing Activity followed by class discussion on analyzing Editorials.</p>	<p>Due today in class: Whatever material you need from your research to write this report in class. Email me a copy at the end of the session.</p>
WK 6	<p>12/02 Creating Double Entry Notes using the Editorials. Paragraph by Paragraph analysis of a rhetorical text followed by class activity from JAC.</p> <p>14/02 Structuring the Editorial Analysis paper. Structure and organization of the argument. Locating your argument within the discourse</p> <p>19/02 Today's discussion topic: The Rhetorical Triangle Understanding some basic concepts related to the structuring of an argument.</p> <p>21/02</p>	<p>Homework: Write a 4 page draft of the Editorial Analysis Paper. Due at next class meeting.</p> <p>Reading from JAC to be assigned in class.</p>

<p>WK 7</p>	<p>Framing an argument for an analytical essay in stages. Reading for today: ALA pages 76-83.</p> <p>26/02 Framing an Argument Stage1: writing an effective summary of your argument. Class discussion to be accompanied by Peer Review Exercise (Editorial Analysis paper). Please Bring your paper with you to class.</p> <p>28/02 Writing Workshop in class. Framing the introduction. Class discussion to be accompanied by writing activity from JAC.</p>	<p>Due Today: Editorial Analysis final-for-now version in class.</p>
<p>March WK 8</p>	<p>05/03 Framing an Argument Stage 2: Arrangement of ideas in the paper. Basic structure of the argument-proposition and warrant.</p> <p>07/03 Framing an Argument Stage 3: The Thesis Statement Understanding the Thesis statement. Framing a concise proposition. Incorporating the Thesis statement in the paper.</p>	
<p>WK 9</p>	<p>12/03 Framing an Argument Stage 4: Transitioning from one premise to another. Writing a Conclusion.</p> <p>14/03 CONFERENCES (No Class)</p>	
<p>WK 10.</p>	<p>19/03 Discussion of Midterm Portfolio checklist Informal Writing Assignment (to be completed in class): Midterm Reflective Memo.</p> <p>21/03 Planning ahead: an overview of post mid-semester course work Discussion of the final project and overview of Unit III, IV and V.</p>	

<p>April WK 11</p>	<p>Spring Recess 23rd March to 28th March (Class does not meet)</p> <p>02/04 UNIT III: Research Proposal Introduction to the final paper. Choosing your topic for the final paper. A few useful ideas for choosing the right topic.</p> <p>04/04 Class Activity: Structure and Organization of the Research Proposal. Step by step method for researching a current topic. ---Generating research questions ---Identifying current directions in critical research.</p>	<p>Homework: Following the Information Cycle, trace the dissemination of information on at least 3 controversial issues of your choice over the last 1 year. Write a 2 page report and bring a typed, printed copy to the next class for class discussion.</p>
<p>WK 12</p>	<p>09/04 Class discussion on current research methodologies and their application for the argumentative essay. Followed by: Informal writing assignment from JAC</p> <p>11/04 Today's Discussion topic: Documentation of Sources. Academic Integrity Conducting basic research across genres. Peer Review of Research Proposal. Please bring your paper to class.</p>	<p>Homework: Documentation Worksheet will be sent out. It must be filled out and returned the next day.</p> <p>Due today: Documentation worksheet</p>
<p>WK 13</p>	<p>16/04 UNIT IV: Annotated Bibliography 1) Finding sources-- some important ideas about Web research 2) Selecting the correct sources, checking for authority</p> <p>18/04 Annotating sources Class activity: learning to annotate the sources. Due Today in class, a list of at least 5 possible sources written according to MLA format. The list will be used for a group activity.</p>	
<p>WK 14</p>	<p>23/04 Evaluating your Research Identifying directions for further study Using current and dated sources Supporting your argument.</p>	

	<p>Drafting the Annotating Bibliography Creating an Annotated Bibliography Understanding MLA citation rules Ref: JAC "Basic Guide to MLA Documentation" page 123. Homework: JAC page143. Work on ideas for the final paper, your final Annotated Bibliography 25/04 Peer Review Workshop II: Annotated Bibliography Note: For this Workshop you need to bring your Annotated Bibliography to class. The bibliography must 5 Annotated sources that you think will be the most important to your research.</p>	
WK 15	<p>30/04 Final Research Paper Class Discussion: 1) Requirements for the final paper 2) Final paper structure</p>	
May	<p>02/05 Looking Back: Course Overview and discussion of a few strategies for revision. Final Portfolios will be due Monday May 6th between 12:00 p.m. and 3:00 p.m. at my Office.</p> <p>(Final Examination Week) Final Grades for English 102 will be uploaded on MIX by May 11th</p>	