
English 102: Composition and Rhetoric II

Fall 2012

Section: 54/64 Location: Eiesland G26 (sec. 54) and Woodburn 106 (sec. 64)
Time: 11:30am-12:45pm (sec. 54) and 2:30pm-3:45pm (sec. 64)

Instructor: Andrew Calis

Email: acalis@mix.wvu.edu

Mailbox: 100 Colson Hall

Office: Colson 325

Office Hours: **Tuesday/Thursday 1:00pm-2:00pm and by appointment**

Required Materials

- English 102 Faculty. *Joining Academic Conversations* (JAC). 6th ed. Plymouth, MI: Hayden-McNeil, 2013. Print.
- Lunsford, Andrea. *Easy Writer* (EW). 4th ed, WVU ed. Boston: Bedford, 2010.
- A notebook, in which I hope you are taking notes.
- Two folders (one for daily use and the storage of my countless handouts, and the other for Midterm and Final portfolios).
- A healthy supply of pencils or pens or other useful writing tools.

Course Goals: Our class has five major goals. Each student can expect to:

- 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 conventions, rules for grammar and punctuation, or rules for recognizing sources with correct research citations

Introduction:

Welcome to English 102! I hope you find this class as important and interesting as I do. It is here that you will learn to analyze ads, editorials, arguments, and essentially, your world. In this class, you will organize ideas, formulate complex thoughts, and follow the conventions of English. The class will incorporate a variety of resources (including youtube, handouts, activities, group work and peer reviews) to make it as engaging as a composition class deserves to be. I am excited to work with all of you.

Policies & Procedures

- Attendance: This class relies heavily on class participation. You cannot participate if you are not in class. Therefore, you **can miss up to two (2) classes without a penalty**. The third absence will result in a lower letter grade. **The fifth absence will result in a failure for the class**. I do not distinguish between excused and unexcused absences.
- Participation: As I said in the bullet point right above this one, this class relies heavily on participation. It is worth 10% of your grade and is pretty easy to get. Come to class prepared, talk in class, avoid distractions, contribute in group work, and read aloud to get a good grade.
- Homework: This can be found on your syllabus. **You are responsible for checking what is due for the upcoming class**. If you skip, email me your assignment for full credit. Any homework adjustments will be emailed to you. Some homework assignments will be emailed to you. Thus...
- Check your email: This should be done **once a day** if not more. Important information is often conveyed through email, and it would benefit you to stay in the loop.

- **Punctuality:** You are responsible for being on time. I understand that sometimes an unexpected event might prevent you from arriving before class begins, but this should be seldom. When it does occur, you should enter the room as quietly and respectfully as possible. Also, **if it happens 5 times, or if you are over 25 minutes late, I will mark it as an absence.** If you arrive after I have taken attendance, it is **your responsibility** to tell me after class.
- **Food, Texts, etc.:** There is no texting in this class. I will warn you once, but the second time I see it, I will ask you to leave and **accept an absence.** Food is ok, as long as it isn't distracting to you or the students around you.
- **Difficulties with writing:** Visit me. Otherwise, there is always the WVU Writing Center, a free tutoring service, in G02 Colson Hall (lower level). Call 304-293-5788 to schedule an appointment or stop by on Monday-Thursday 10:00am-5:00pm and Friday 10:00am-3:00pm to see if a tutor is available. They are also online: english.wvu.edu/centers_and_projects/wcenter/
- **Plagiarism:** Don't do it. It is cheating. It is also pretty easy to catch. **It is also an automatic F for the assignment.** Rewrites, if allowed, will be marked down 20% automatically. If I catch plagiarism twice, it is an **automatic F for the class.** Just letting you know.

In addition, resubmitting a paper you have written for another class (be it in high school, another college class, etc.) is still plagiarism. If you'd like to use a paper you've written before, talk to me as soon as possible.

Office Hours

My office hours are Tuesday/Thursday from 1:00pm-2:00pm. If these times don't work, you can make an appointment. Never feel as if you are inconveniencing me. I am always happy to see my students. Another option is to talk over email. This is less effective, but you can always count on me responding within 24 hours of your email, so long as it is a weekday. I'll respond by Monday morning for all weekend emails.

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| Final Portfolio = 60% | Short Writing & Homework = 30% | Participation = 10% |
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Participation (10%): As I've said twice already, this class relies heavily on participation. It includes being actively involved in group discussions and activities, reading aloud in class, answering questions in class, and doing in-class writings. You can lose your participation points by being disruptive, being impolite to others during group work, not engaging in class activities, not bringing in required materials, or using your cell phone. **If you use your cell phone in class, the first offence will result in 0% participation for the day. A second offence will result in an absence.** If you feel you have an exceptional need to leave your cell phone on during class (contact from doctor, etc.), explain your situation to me **before class begins** and choose a seat close to the door so you may exit quietly to answer the call. It is your responsibility to talk to me about this.

Final Portfolio (60%): This class focuses on your improvement as a writer and therefore uses a multi-draft approach. For this reason, **please do not throw away any of your work.** Please do not save over drafts. Save the updated draft as a new file. This way, when you decide on the material you will include in your final portfolio, you are guaranteed to have it on hand. **Save my comments on your papers as well.**

Short Write Assignments & Homework (30%): These are 1-2p, typed, double-spaced papers graded on a check, check-plus, and check-minus scale. They are in **bold** on the syllabus. Check-pluses show effort,

creativity, and thoroughness, thus clearly demonstrating that the student closely followed the assignment. Checks are short, partially-developed, or lacking in effort. Check-minuses are off topic, very short, or not done according to the syllabus prompt. On top of the short writes on the syllabus, there are **unannounced reading quizzes which also count as short writes**. I will drop the lowest short write grade at the end of the semester.

Please do the short writes. Since it is worth such a large part of your grade, it would really benefit you to complete all the short writes. The only way students get low short write grades are when they don't complete all the assignments. Please make sure you are always checking the syllabus so that you never miss a short write assignment.

A Few Final Things:

Late work: By school policy, **late work is unacceptable**. Coming to class **empty-handed on a day when peer reviews are scheduled will count as an absence** and **missing a final for now deadline automatically knocks down your paper grade one full letter** (B+→C+, etc.).

Revision: This is a revision-based class. This means you need to save all the work you do on a computer. It also means that you must be willing to do thorough revision throughout the semester. Hopefully, through this class, you will begin to see that writing is a *process*. A draft, while strong, will always be improved by revisions and re-revisions. This is a large factor in my English 102 class: to show how important multiple revisions are to strengthening your writing. Thus, you need to pay attention to the comments I leave on your papers.

When revising, always **highlight your revisions** for portfolio drafts. Your final-for-now paper will not have highlighted sections on it, but your portfolio copy will.

Handouts: Keep them! Seriously.

What to bring to class: Joining Academic Conversations (JAC) for every class; Easy Writer when indicated on the syllabus; Short Writes, printed and not handwritten; your notebooks and appropriate writing tools.

Disability Accommodations: We are very helpful in accommodating our students with disabilities as long as we are made aware of their situation. This is only possible if you let me know in advance. If you have any documented learning disability, hearing or vision problems, or any other special needs that might affect your performance or participation, please let me know. Also, please be aware of the support services available through Disability Services. If you have any further questions, ask me as soon as possible or contact:

West Virginia University Office of Disability Services

G-30 Mountainlair

Phone: (304) 293-6700 Voice/TDD: (304) 293-7740 Email: access2@mail.wvu.edu

Extra Credit: I don't offer extra credit. Do the short writes, participate, and revise your papers and you should be set.

The Papers:

- 1) Advertisement Analysis: More explanation to come, but basically, you choose two advertisements (billboards, magazine, commercial) that sell the same product and analyze them using skills we'll cover in class. You then argue which ad was more effective and why. 5-6p.

- 2) Editorial Analysis: I'll explain further in class, but you pick any news story that makes an argument or gives an opinion. Then, you analyze their argument according to the rhetorical triangle, Toulmin's model, and fallacies (we'll cover these things in class). 5p.
- 3) Research Proposal: About 5 paragraphs. It counts as two short writes. It will have a working thesis for your final paper, a few sources, an explanation of the other side, and who the audience will be. 2-3p, double-spaced, including works cited.
- 4) Annotated Bibliography: A more refined thesis, followed by five sources, MLA documented. Each source will have a few sentences explaining what it argues and how you will be using it in your paper. 2p, single-spaced.
- 5) Researched Analysis: An argumentative paper built on the Research Proposal and the Annotated Bib, with a more developed thesis and additional sources. 6-7p.

The analysis papers and the research paper can be revised, but the proposal and bibliography will not be.

Syllabus subject to change

| August | |
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| Tuesday | Thursday |
| <p>21 Class Activities: Intro (note cards) Old student advice Syllabus overview Sign "I read it" sheet ----- Homework: Find 3 ads/commercials that all sell the same kind of product. They need to be either hard copies or accessible by youtube/hulu.</p> <p>Short Write #1: What is college to you? How does English 102 fit into that? Does it?</p> | <p>23 Class Activities: (Last day to drop w/ W) Rhet. Tri. handout Analyze an ad ("Build Something Big") <i>Assign Ad Analysis</i> Due Today: Sh. Wr. 1 ----- Homework: Read "Acne Healers" (eCampus)</p> |
| <p>28 Class Activities: Guerilla Gram: Trans Discuss student paper Analyze (puppy) (rhet. tri.)/analysis h.o.</p> <p>Due Today: "Acne Healers" (printed) ----- Homework: Read "Rent a Car or Fall.."(eCampus)</p> <p>Sh. Wr. #2: For <i>one commercial</i>, summarize the advertisement. Then, use the rhetorical triangle to look at its pathos, logos and ethos. Finally, visually analyze the ad (3 paragraphs)</p> | <p>30 Class Activities: Quiz on Student paper Discuss student example Old Spice vs Ax Conf Sheet</p> <p>Due Today: Sh. Wr. 2, "Rent a Car" ----- Homework: Write 2 more pages of the Ad analysis, doing the same exercise in Sh. Wr. 2 for the second commercial. Add a thesis at the beginning. Bring to conf.</p> |

| September | |
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| Tuesday | Thursday |
| <p>4 Class Activities: Class canceled for conferences. Meet me in my office (Colson 325).</p> <p>Due Today: Thesis, and four pages of Ad Analysis. Bring the ads as well. -----</p> <p>Homework: Revise Ad Analysis; bring full draft (minus intro/conc) on Thursday. In a paragraph at the end, describe which at was more successful (according to the rhetorical triangle).</p> <p>Read “Some Tips for Procrastinators” (JAC 11)</p> | <p>6 Class Activities: Headers/format rules Intro/Conc. handout Discuss “Procrastinators” Plag. discussion, first time (no h/o) <i>Peer Review</i></p> <p>Due Today: Ad Analysis full draft -----</p> <p>Homework: Add in an intro/conclusion. Finish Ad Analysis Final for Now.</p> <p>Read “Toulmin Model of Argument” (JAC 44-46)</p> |
| <p>11 Class Activities: **May 30 Guerilla Gram: Titles Goals; how did AA help?/cover memo Discuss Toulmin “Find the Warrant” in the Toulmin art.</p> <p>Due Today: Ad Analysis Final for Now -----</p> <p>Homework: Intrinsic vs Extrinsic ethos (handout)</p> | <p>13 Class Activities: Guerilla Gram: Thesis Discuss intrinsic vs extrinsic <i>Assign Editorial Analysis</i> (add: critique Review Toulmin as you analyze) Room for Debate (use Toulmin in class)</p> <p>Due Today: -----</p> <p>Homework: Read “Logical Fallacies” handout</p> <p>Read “A Debate on ...” (eCampus)</p> |
| <p>18 Class Activities: Fallacy discussion then quiz (group) Discuss Student Example Review Thesis 6pts Review Toulmin (no pets in the apt!) Opposite Room for Debate Conf. Sheet.</p> <p>Due Today: “Logical Fallacies” and “A Debate on the Rocks” -----</p> <p>Homework: Pick your editorial. Sh. Wr. 3: What was its main argument? Use either Toulmin or the rhet. tri. (including intrinsic/extrinsic ethos) to describe the editorial’s argument. Bring to conf.</p> | <p>20 Class Activities: Class canceled for conferences. Meet me in my office (Colson 325).</p> <p>Due Today: Sh. Wr. 3 -----</p> <p>Homework: Use the method you didn’t use for Sh. Wr. 3. Toulmin, for example: what are some of your editorial’s claims? Where is the support? What are the warrants? Or the rhet. tri.: Logos? Pathos? Ethos? This should be an additional 2 pages.</p> |

| September/October | |
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| Tuesday | Thursday |
| <p>25 Class Activities: Review format of EdAn (jun 5) Guerilla Gram: Citing (qtd and alphabet) In class research sites (Ac. Search Com., POV, Mtnlynx, ProjectMUSE?) Introduce Midterm Port. Toulmin: review and how'd the homework go? ----- Homework: Read "Establishing Fatherhood" (eCampus)</p> <p>Address Fallacies in Ed. analysis (optional). Continue to edit and bring what you have on Thurs.</p> | <p>27 Class Activities: Plagiarism disc/handout Quiz/Disc/summarize the arguments Guerilla Gram: org— topic sent In class topic revisions!</p> <p>Due Today: Ed. Analysis, "Establishing Fatherhood" ----- Homework: Organize the paper: Intro→ Research→ Rhet. Tri→ Toulmin→ (Fallacy)→ Conclusion→ Works Cited page</p> |
| <p>Oct. 2 Class Activities: Guerilla Gram: FQs/good qs Fix in your own paper. <i>Peer Review</i> Review Memo/Port</p> <p>Due Today: Ed. Analysis full draft (5- 6p) ----- Homework: Finish editing Ed. Analysis Final for Now</p> <p>Write Midterm Memo (Sh. Wr. 4) and put with other materials in Midterm Portfolio</p> | <p>Oct. 4 Class Activities: Assessment of me Act. to sum. main ideas/args (p54 on Reading Critically) [I check out Wise Library after]</p> <p>Due Today: Midterm Portfolio with Midterm Memo (Sh. Wr. #4) ----- Homework: Credible Sources handout</p> <p>Read "Purpose & Organization" (JAC 57)</p> |
| <p>9 Class Activities: Midterm assessment disc. Credible sources review Apply "Purp./Org" (Sh.wr. 6) <i>Assign Research Proposal</i> Show POV to pick topic Due Today: "Purpose" (57) ----- Homework: Settle on 2-3 possible topics for the Research Proposal using Brainstorming handout Meeting in Library (Wise Room 136, same time as normal</p> | <p>11 Class Activities: CLASS MEETS IN WISE LIBRARY, ROOM 136 In class research ----- Homework: Research Proposal Draft</p> <p>Keep track of your sources by emailing them to yourself!</p> |

| October/November | |
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| Tuesday | Thursday |
| <p>16 Class Activities: Guerilla Gram: [from midterm disc.] Give Student Example Read and discuss in class Peer review your Outlines</p> <p>Due Today: Outline -----</p> <p>Homework: Finish Research Proposal (2-3p double-spaced)</p> | <p>18 Class Activities: Guerilla Gram: [midterm disc.] <i>Assign Annotated Bibliography</i> Review lib websites Look at some annotated bibs (2)</p> <p>Due Today: Research Proposal (Sh. Wrs. 6 & 7) -----</p> <p>Homework: Come to class on Tuesday with your sources. We'll be doing an activity to prepare for the Annotated Bib</p> |
| <p>23 Class Activities: (Jun 15) Citing review Look at one more annotated bib. In-class summary of your research.</p> <p>Due Today: Bring sources -----</p> <p>Homework: Finish Annotated Bibliography for Thursday. Begin with the thesis.</p> | <p>25 Class Activities: (last day to drop w/ W) Guerilla Gram: Who/m <i>Assign Researched Analysis</i> Spheres of Influence (for args) Audience handout</p> <p>Due Today: Annotated Bib -----</p> <p>Homework: "Mind or Body?" (eCampus)</p> |
| <p>Oct. 30 Class Activities: Audience discussion Discuss "Fries"/quiz Toulmin Refresher (lib funds → sports) "Act. for Writers" (68-69) in class</p> <p>Due Today: "Mind or Body?" -----</p> <p>Homework: Fill out research organizer on new sheet. Begin draft. Write thesis and 3 paragraphs (each making their own arg).</p> | <p>Nov. 1 Class Activities: Guerilla Gram: Split Infinitives Plagiarism act (my revised handout) Or SB's 148 hamburger (1 sent. summarizes, 2nd how it ties to thesis) Conf Sheet</p> <p>-----</p> <p>Homework: Write counters and defeat. Include in-text citations. Bring the draft to conferences.</p> |

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| <p>6 Class Activities: Class canceled for conferences. Meet me in my office (Colson 325).</p> <p>Due Today: RA 5p draft -----</p> <p>Homework: RA draft with thesis, args, counters, w/c page. Don't worry about intro/conc Read "Social Networking"</p> | <p>8 Class Activities: Guerilla Gram:???</p> <p>Disc. reading <i>Peer Review</i></p> <p>Due Today: Mostly finished RA draft, "Social Networking" -----</p> <p>Homework: Revise RA using peers' comments and add an intro/conclusion</p> |
| November/December | |
| Tuesday | Thursday |
| <p>13 Class Activities: Guerilla Gram: Affect vs. Effect Cover memo <i>Assign Final Portfolio</i> Bring donuts? SEIs?</p> <p>Due Today: Researched Analysis Final for Now (6-7p) -----</p> <p>Homework: Bring Ad. Analysis to class on Thursday Revise 1 paper per night!</p> | <p>15 Class Activities: Guerilla Gram: Ad analysis revision activity</p> <p>Due Today: Ad. Analysis (with my comments) -----</p> <p>Homework: Revise Ad. Analysis for Final Portfolio</p> <p>Bring Ed. Analysis on Tuesday the 27th.</p> |
| <p>20</p> <p>Awesome! Break! Turkey! No English!</p> | <p>22</p> <p>Awesome! Even more break! Sleeping! No homework! Oh. Well, a little homework.</p> |
| <p>27 Class Activities: Guerilla Gram: Ed. Analysis revision act.</p> <p>Due Today: Ed. Analysis (with my comments) -----</p> <p>Homework: Revise Ed. Analysis for Final Portfolio</p> <p>Email Researched Analysis to yourself</p> | <p>29 Class Activities: Guerilla Gram: Researched Analysis revision act.</p> <p>-----</p> <p>Homework: Revise Researched Analysis</p> |

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| <p>Dec. 4 Class Activities: Voluntary Confs</p> <p>-----</p> <p>Homework: Gather materials for Final Portfolio. Write the Final Memo (Sh. Wr. #8).</p> | <p>Dec. 6 Class Activities: SEIs</p> <p>Due Today: Final Portfolio and Final Memo (Sh. Wr. #8)</p> <p>-----</p> <p>Homework: Remember every single thing I ever taught you.</p> |
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Final Portfolios and grades can be picked up in my office from 10:30am-11:45am on Thursday, December 13th.