

English 102, Fall 2012
Sections 49, 61, 62, 65
Instructor: Natalie Sypolt
Office: Colson 323
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“Sometimes questions are more important than answers.” Nancy Willard, American Poet and Writer

English 102: Composition and Rhetoric, Part 2

Welcome to English 102: Composition and Rhetoric. This course will focus on argument--both dissecting the arguments of others and crafting arguments of your own--as well as on research, critical reading, and critical thinking. If you work hard to achieve all the goals outlined for English 102, you will create strong techniques that you will be able to use throughout your collegiate and professional career. This includes writing and researching, analysis, argument, and more. For additional information regarding course goals, please reference *Joining Academic Conversations*.

Writing, in every sense (meaning academic, creative, even informal notes and letters) is a way of documenting and preserving history. You might not think so, but you, as young writers, play a critical role in preserving the commentary of what's going on in the world right now. This semester, we will investigate the ways that others use writing and research to add their voices to academic conversations; you will also use what you learn about fieldwork, traditional research, and argument to create your own academic discussions about topics that are personally important and relevant to you.

Hopefully, by the end of the semester, you will understand that your voice, recollections, unique interpretations and discussions are valuable, important, and powerful.

NOTE: This course will utilize *eCampus* (online workshops, the distribution of readings and assignments, discussion boards, and chat rooms). You can access *eCampus* using your personal computer or any campus computer. I will not accept any excuses regarding *eCampus* (not being able to access the site, etc.) unless the site is down for everyone. You can log on to *eCampus* at <http://ecampus.wvu.edu>.

Also, you will be required to have access to Microsoft Word 2007 and/or 2010 and Adobe Acrobat Reader. You will be required to open files using these programs. I will not accept excuses about not being able to open files since you have been warned well in advance and these programs are available on all WVU computers.

Required Texts:

Danticat, Edwidge, ed. *Best American Essays 2011*. Robert Atwan, series ed. Boston, New York: Houghton Mifflin Harcourt, 2011. Print.

Lunsford, Andrea. *The Easy Writer, Fourth Edition*. Boston, New York: Bedford/St. Martin's, 2010. Print.

West Virginia University Undergraduate Writing Committee, eds. *Joining Academic Conversations, Fifth Edition*. Plymouth, MI: Hayden-McNeil Publishing, 2011. Print

NOTE: In lieu of purchasing an additional expensive textbook, you might be required to print out some supplemental materials which will be available via *eCampus*. **You will also be required to print out assignment sheets and your own essays (sometimes multiple copies of your essay).** Make sure that you either have access to a printer through one of the labs on campus or that your personal printer is stocked with ink and paper. You will be required to turn in hard (paper) copies of all assignments unless otherwise noted.

Attendance and Tardies:

I will enforce the attendance policy set by the WVU English Department. For a Tuesday/Thursday class, each absence after the second will affect your grade and five will result in failing the class. (See "Attendance Policy for Writing Classes" at the end of this syllabus.) There are no excused or unexcused absences.

Promptness is incredibly important to the success of the class as a whole, and to you as a student. Coming in late is distracting and you miss important information. Three tardies will equal one absence. If you are more than twenty minutes late for any class, you will be counted absent for that class.

Late Work:

All assignments are due at the beginning of class on the due date. I will not accept late work. If you are unable to come to class, you must email me your assignment before class time in order for it not to be considered late; however, you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero. Remember, missing class does not mean that the assignment is not still due.

Standard of Work:

This is a college level course, and you are expected to have mastered the mechanics of writing; that is, to use proper grammar, syntax, and punctuation. In English 101, you learned that writing is a process. You should know the importance of drafting, revising, and redrafting. **You should also follow formatting requirements set forth in the JAC.** Even though you will have the opportunity to revise some work, you should never turn in an error-filled first draft. I reserve the right to return work to you un-graded if it is clear you have not put any time or effort into the piece (this includes drafts). All work, unless otherwise noted, should be typed in **12 pt Times New Roman font, double spaced, titled, and stapled.**

If you need to brush up on basic writing/grammar skills, it is your responsibility to schedule an appointment with the Writing Center, which is found on the ground floor of Colson Hall. From the Writing Center:

The Writing Center -- a free tutoring service for WVU students -- is conveniently located in G02 Colson Hall. Tutors are available to help with any writing project in any course. The Center specializes in helping students with brainstorming, drafting, and revising their work.
Hours: Monday-Thursday 10:00 am -5:00 pm; Friday 10:00 am -3:00 pm. Call for Evansdale and evening hours. Phone: (304) 293-5788
http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Cell Phones, Text Messaging, and Attitude:

Talking on cell phones or text messaging is absolutely prohibited in this class. I will not tolerate text messaging (or anything that appears to be text messaging) in class. This is extremely distracting and prevents you from getting all that you should from class discussion. It is also rude and unprofessional. I would prefer for you to turn your phone off so that you are not tempted. If I see texting in class, I will ask everyone to put their things away in preparation of a quiz consisting of material from any previous class lecture or reading. These pop quizzes will be figured into your participation grade.

Remember, from today on, you'll be discussing how everything can be considered an argument. What kind of argument are you making about yourself as a student if you are texting, talking when others are talking, sitting with your head down or rolling your eyes during lecture? We can have fun and all engage in interesting discussions; however, this class will operate on mutual respect. I expect you to be alert, attentive, and respectful of me and your classmates at all times.

We are all adults and I expect everyone to behave accordingly. This includes all correspondences, such as email and phone calls.

Participation:

Class participation is essential to your personal success as well as the overall success of the class. You are expected to attend all class meetings and conferences, to complete readings and written assignments, participate in free writes, participate in both small group and whole class discussions, and to participate in online activities via eCampus (such as discussion boards and online chats). Do not expect to be reminded to keep up with work and don't be surprised if I randomly check homework or give an unannounced quiz. As stated in the JAC, participation includes "Taking part in class discussions, asking questions, contributing your knowledge and insight in whatever form is appropriate, and striving to make all your contributions excellent" (p. xii in JAC). See *Joining Academic Conversations* for further participation grade descriptors.

Email and the Internet:

This class requires you to utilize the free MIX account provided to you by WVU. Email provides me an opportunity to contact the entire class as a group in the case of cancellations, emergencies, or pertinent changes. As stated earlier, you will also be required to access *eCampus*. Also, you might consider using eCampus or another online storage site (such as Google Docs) to house your work in case you have a computer crash during the semester. This might save you a lot of heart ache in the long run.

Social Justice:

I concur with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication, mutual respect and non-discrimination. If you have any special needs or concerns, please talk to me so that we can plan accommodations.

Academic Integrity and Plagiarism (WVU's official statement):

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter. Plagiarism will normally result in an F for the class, or possibly an unforgivable F.

Assigned Readings and Reading Questions:

You are expected to complete all readings as assigned. Even if we do not discuss the work in class, you are responsible for knowing that information.

For every reading you do in *Best American Essays (BAE)*, you'll be required to answer, in writing, a discussion question which will be turned in on the day that the reading is discussed. This will be a short answer question. You will receive a separate handout detailing requirements for discussion questions. This will allow you to be better prepared for class discussions and to extract the most value from each reading assignment. These small assignments will also help you prepare for the bigger assignments later on.

Grading and Assignments:

Please see the Grade Descriptors in *Joining Academic Conversations*. All assignments will be graded on a holistic letter scale (A, B, C, D, F).

Major Essay 1: Analysis Portfolio (30% of total grade)

- Mid-term reflection and presentation (10%)
- Personal Research Narrative (35%)
- Ghosthunters Analysis (online) (15%)
- Analysis (40%)

Major Project 2: Researched Argument Portfolio (40% of total grade)

- Reflective introduction and presentation (10%)
- Proposal (15%)
- Seating the Guests (20%)
- Researched Argument (40%)
- Final Presentation (15%)

Other Writings (20% of total grade):

- *BAE* Discussion Questions
- Online Research Journal
- Workshopping

Participation/Quizzes (10% of total grade)

NOTE: We won't officially begin work on the research project until around mid-term; however, you should begin thinking about what you'd like to research starting today. You will keep a running list of possible topics in your Online Research Journal. The topic will be an argument that is contemporary and is, in some way, personal and relevant to you. You'll be required to do field work in the form of interview, observations, etc. Start collecting ideas and possibly articles from local papers and news programs.

English 102: Tentative Schedule

***NOTE: This schedule is tentative and subject to change**

***Please check eCampus and your email often**

***Please keep up with your syllabus in the event of absence or sudden class cancellation**

August	
Tuesday	Thursday
<p>21 Class Activities:</p> <hr/> <p>Homework: Get books and Journal; explore eCampus; review syllabus. Bring JAC for Thursday's class.</p> <p>Read: BAE: Forward and Introduction (xi-xx) JAC: ix-xix (pay special attention to essay formatting; 11 (Tips for Procrastinators)</p> <p>EW: WVU 3-16; iii-v</p>	<p>23 Class Activities: Rhetorical Triangle, p 47-48; essay formatting; define "argument" and "academic conversation." Intro Researched Narrative.</p> <hr/> <p>Homework: Begin Researched Narrative. Talk to family and friends. Look for mysteries, secrets, and stories. Journal: Begin topics list. (Understand that these topics are ones for the long term project, not for your Narrative.) Over the weekend, make at least three entries of possible research topics. Also, add at least one news item to the journal. (eCampus)</p> <p>Bring <i>BAE</i> and <i>JAC</i> to class with you on Tuesday.</p> <p>Read: BAE: "Pearl Upward" (180) and "Port-au-Prince: The Moment" (5) JAC: 39-40 (rhetoric); 41-42 (Proofs); 158 (Google Docs) EW: "Find it. Fix it." (1-10) and "Spell Checkers" (154-155)</p>
<p>28 Class Activities: In-class essay reading/analysis ("The Washing" p218); JAC 54-55 (critical reading); discuss homework readings. Share topic lists and news items. More work with Rhetorical Analysis</p> <hr/> <p>Homework: Draft Researched Narrative and bring a copy on Thursday for workshop.</p> <p>Read: BAE: "Patient" (165) JAC: p 56 (audience); 54-55 (critical reading) EW: 150-154 (word choice); 115-117 (semi-colon usage) Optional: BAE: Beds (42) (Extra Credit)</p>	<p>30 Class Activities: In-class workshop for Researched Narrative. JAC p 29 title activity; introduce analysis project</p> <hr/> <p>Homework: Complete Researched Narrative and submit (with drafts) on Tuesday.</p> <p>Read: The Topic of Cancer (85)</p> <p>Journal: Add to your topics list. Conduct local research. Read at least one newspaper from your hometown (this could be an online version or print version of the news source). Take notes and link to at least one article in your journal. If the article is print, just write relevant info (title, date, etc).</p> <p>Print, Read, and Bring Article Analysis Assignment sheet from eCampus. Begin Analysis project, which means reading the articles and choosing the one you want to work with.</p>

September

Tuesday	Thursday
<p>4</p> <p>Class Activities: Media Analysis activity. 8:30, 1:00, and 2:30 meet in Room 104 Wise Library; 10:00 class, Meet in 130 Colson Hall. Introduce Article Analysis.</p> <p>DUE: Researched Narrative</p> <hr/> <p>Homework: Media Analysis Activity (online). Due before class time on Thursday.</p> <p>Determine your article and begin analysis. Print a copy of the article and begin actively reading (mark it up, write in the margins, take notes). Bring to class on Tuesday. I should be able to see your “active reading”</p> <p>Read: JAC: 44-46 (Toulmin Model) EW: 12-17 (academic writing)</p>	<p>6</p> <p>Class Activities: Introduce Toulmin Argument (44-46); analysis activity</p> <p>DUE: Media Analysis Activity (eCampus) DUE: Article Selection—bring to class</p> <hr/> <p>Homework: Draft the thesis statement for Analysis and bring to class on Thursday.</p> <p>Journal: Take a look at a national news source. Take notes. Link to at least one article from this news source in your Journal. Add to topics list.</p> <p>Read: BAE: “What Really Happened” (137) JAC: 140 (quotes, summary and paraphrase); 141-142 (quoting); 13 (thesis statements) EW: 121-125 (quotations)</p>
<p>11</p> <p>Class Activities: Continue Analysis discussion; activity with songs and/or images. Look at 140,141-142 and discuss quoting, paraphrase, and summary. Analysis activity and discussion. Thesis statement workshop; paragraph structure (JAC 148-149)</p> <p>DUE: Thesis statement for Analysis. Remember, you’ll have two sections for this essay, so you should have two thesis statements.</p> <hr/> <p>Homework: Draft Analysis and bring copies for your group for Tuesday.</p> <p>Print and Bring assignment sheet for Midterm Portfolio.</p> <p>Read: BAE: “Auscultation” (25) JAC:</p>	<p>13</p> <p>Class Activities: Look at response groups and workshop (p 23 JAC). Revision discussion (p 27-28, 150, 151 JAC). Memo Conventions (p 32-33 JAC). Introduce Research Project and Proposal.</p> <p>DUE: Draft of Analysis. One copy for me and one for each member of your group.</p> <hr/> <p>Homework: Read and workshop essays for your groupmates. Prepare for conferences.</p> <p>Do page 30 in JAC and bring to conference. (It’s fine if you want to answer questions on a separate sheet of paper.) You will answer the questions you can before the conference, and the rest after.</p> <p>Journal: Explore one or more of the following news/popular culture related websites: Take notes and add to topics list. Make sure to link to at least one article and insert in your Journal.</p> <p>Sites: Salon.com, slate.com, huffintonpost.com, motherjones.com, thedailybeast.com, politico.com.</p> <p>Read: JAC: 131-132 (Academic Integrity); memo conventions (32-33)</p>

<p>18 Class Activities: Class Cancelled for Conferences</p> <hr/> <p>Homework: Read and workshop essays for your groupmates. Prepare for conferences.</p> <p>Do page 30 in JAC and bring to conference. (It's fine if you want to answer questions on a separate sheet of paper.) You will answer the questions you can before the conference, and the rest after.</p>	<p>20 Class Activities: Class Cancelled for Conferences</p> <hr/> <p>Homework: Prepare your Portfolio for submission.</p> <p>Don't forget to write the introduction for the portfolio in the form of a midterm memo.</p> <p>Journal: Explore one or more of the following news/popular culture related websites: Take notes and add to topics list. Make sure to link to at least one article in your Journal.</p> <p>Sites: inthesetimes.com, talkingpointsmemo.com, thenation.com, wired.com, fark.com</p> <p>Read: JAC 81-83 (Do p 83)</p>
<p>25 Class Activities: Library Day. Meet in Room 136 Library; 230 class meet in 104 Library.</p> <p>DUE: Midterm Portfolio</p> <hr/> <p>Homework:</p> <p>Begin determining topic for Researched Argument project.</p> <p>Print, Read, Bring Assignment Sheet for Researched Argument Proposal.</p> <p>Read: JAC: p 3-10 (invention—do the activities if you aren't already settled on a topic).</p>	<p>27 Class Activities: Topic selection chat and activities.</p> <hr/> <p>Homework: Settle on a topic for your Researched Argument essay. You should have a number of topics to choose from at this point.</p> <p>Print, Read, Bring Assignment Sheet for Researched Argument Proposal.</p> <p>Read: BAE: "What Broke My Father's Heart" (12) JAC: 94-95, do 96 EW: 182-183 (fieldwork)</p>

October	
Tuesday	Thursday
<p>2 Class Activities: Research question (and thesis creation activity; information cycle (JAC 94-96)</p> <hr/> <p>Homework: Continue working on Proposal. Bring draft for workshop on Thursday.</p> <p>Begin research in earnest.</p> <p>Read: JAC: 97-100, 102-105; Do 101, 106, 108</p>	<p>4 Class Activities: Evaluating Sources—popular vs. scholarly (p. 97, 102-104 JAC; 178-179 EW); banned books website evaluation</p> <hr/> <p>Due: Draft of Proposal for workshopping</p> <p>Homework: Continue collecting sources and taking notes.</p> <p>Read: JAC: 115-117 (evaluating sources); 119; 123-124. Do pages 118, 121-122 Note: October 5 is Midterm.</p>

<p>9 Class Activities: (Computer lab TBA) MLA practice. Discuss Fieldwork. Guided Research. (activity p 97-100) Do p 105. Introduce Seating the Guests.</p> <p>DUE: Proposal</p> <hr/> <p>Homework: Continue researching and working on Annotated Bib.</p> <p>Read: BAE: “After the Ice” (31) JAC: DO: p 118</p>	<p>11 Class Activities: (Computer lab TBA). Guided research and citation work.</p> <hr/> <p>Homework: Continue research. Begin considering how your sources are working together.</p> <p>Print, read, bring Seating the Guests assignment sheet.</p> <p>Read: BAE: “What Killed Aiyana Stanley-Jones?” (107) JAC: 146-147 (content and form)</p>
<p>16 Class Activities: Argument discussion. Research question into a thesis statement activity. Setting up an academic essay (146-147)</p> <hr/> <p>Homework: Continue Seating the Guests</p>	<p>18 Class Activities: Optional conferences</p> <hr/> <p>Homework: Revise research question and turn in to a thesis statement. Continue research and complete Seating the Guests with Bibliography.</p> <p>Read: BAE: “Lucky Girl” (147) JAC: p 139 (MLA), DO activity p 143</p> <p>Print and bring assignment sheet for Researched Argument Essay.</p>
<p>23 Class Activities: In-class reading; discuss research notes (61-65) and double entry notes (66-67); fallacies</p> <p>DUE: Seating the Guests with Bibliography</p> <hr/> <p>Homework: Begin draft of Researched Argument. Read: BAE: “Unprepared” (213) JAC: p 14 (Introductions) —Try out at least three intros to share on Tuesday.</p>	<p>25 Class Activities: Discussion of Researched Argument essay. Audience activity; seeing the other side debate activity.</p> <hr/> <p>Homework: You should have at least one source of fieldwork determined and contacted by October 30. Give your source time to get back to you, and yourself time to really analysis and incorporate the source.</p> <p>Read: BAE: “Travels with my Ex” (200) JAC: DO outline p 20-22 and bring on Tuesday (don’t forget to add the other side) to share on Tuesday. Read 49-50 (fallacies); 15-16 (conclusions)—Test out two of the conclusion styles and bring to share on Thursday.</p> <p>NOTE: October 28 is the last day to drop a class</p>

<p>30</p> <p>Class Activities: Continue discussion of quoting and integrating sources (70-74 JAC). Read p 126 and do activity p 127 JAC. Look at sample essay.</p> <p>DUE: Outline (JAC 20-22)</p> <hr/> <p>Homework: Complete a draft of Researched Argument and bring to class on Thursday.</p> <p>Read: JAC: Read 75-76 (planning your draft); 146 (essay structure) EW: 246-252 (sample)</p>	
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November	
Tuesday	Thursday
	<p>1 Class Activities: “A Modest Proposal” activity; continue discussion of fallacies; quoting and integrating sources (70-74).</p> <p>Due: Draft of Researched Argument (hard copy to me, electronic copy posted on eCampus in your group’s discussion thread)</p> <hr/> <p>Homework: Complete online workshop. Post responses before regular class time on Tuesday, November 6 (yes, even though there is no class that day).</p> <p>Print and bring assignment sheet for Final Portfolio.</p>
<p>6 Election Day, No class</p> <p>Make sure that you have posted your workshop responses before your regular class time.</p> <hr/> <p>Homework: Prepare for conferences.</p> <p>Read: JAC: 27-28 (revision); DO p 30 (reflection) and p 144-145 (MLA checklist) and bring to conference.</p>	<p>8 Class Activities: Class Cancelled for Conferences</p> <hr/> <p>Homework: Prepare for conferences.</p>
<p>13 Class Activities: Class Cancelled for Conferences</p> <hr/> <p>Homework: Work on revisions and portfolio. Read: JAC: 133-135 (plagiarism) EW: 26 (visuals); 41-46 (oral presentations)</p>	<p>15 Class Activities: Presentation discussion. Visual rhetoric (JAC 148-149). Meet in Room 130 Colson Hall.</p> <hr/> <p>Homework: Complete portfolio and begin work on Presentations.</p>

<p>20</p> <p>Thanksgiving Break</p> <hr/> <p>Homework: Complete the Researched Argument portfolio. Being work on Presentation.</p> <p>Read: JAC:</p>	<p>22</p> <p>Thanksgiving Break</p> <hr/> <p>Homework: Complete Researched Argument portfolio. Prepare for Presentations</p>
<p>27</p> <p>Class Activities: Presentations. Meet in Room 104 Wise Library; 10:00 class, meet in 130 Colson Hall.</p> <p>DUE: Final Portfolio.</p> <hr/> <p>Homework: Prepare for presentations. Revise if you so choose.</p>	<p>29</p> <p>Class Activities: Presentations. Meet in Room 104 Wise Library.</p> <hr/> <p>Homework: Prepare for presentations. Revise if you so choose.</p>

December	
<p>4</p> <p>Class Activities: Presentations. Meet in Room 104 Wise Library.</p> <hr/> <p>Homework: Prepare for presentations. Revise if you so choose.</p>	<p>6</p> <p>Class Activities: Presentations. Meet in Room 104 Wise Library.</p> <p>DUE: Optional Revisions and extra credit.</p> <hr/> <p>Homework: Come to pick up your work during Finals Week!</p> <p>Last Day to Withdraw from WVU Dec. 7 is the Last Day of Classes</p>
<p>Portfolios and Final Grades can be picked up from 12:00 to 2:00 on Wednesday, December 12 in my office (323 Colson Hall). Grades will not be emailed. You need to pick your work up in person. Face to face is the only way I will discuss final grades.</p>	