



## English 102, Composition and Rhetoric—Section 062

TR 11:30 AM-12:45 PM

Armstrong 403

Fall 2014

Instructor: Phillip Zapkin

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Office: Colson Hall G07

Office Hours: TR 1-2 PM

### *Course Description*

Our work this semester will focus primarily on understanding education and knowledge transfer (applying knowledge gained in this class across other courses). But beyond content, this course is intended to help you strengthen your writing skills through an intensive focus on rhetoric, argument structure, and the mechanics of academic writing. You will write and read extensively, and the assignments and activities for this course will require you to produce a variety of different kinds of academic (and occasionally non-academic) writing.

### *Required Books and Readings*

The following books and resources are required for this section of English 102:

- *English 102: Joining Academic Conversations (JAC)*, 7<sup>th</sup> ed. 2015
- *Educated Arguments: Reading and Writing about Education (EA)*. Norton MIX. 2014.
- Lunsford, Andrea. *Easy Writer (EW)*, 5<sup>th</sup> Custom ed. for WVU. 2014.
- Other Handouts and Readings (through Library Databases or on eCampus)

### *Course Goals*

The English department has established five goals for English 102; by the end of this course all students should:

1. Demonstrate Rhetorical Knowledge
2. Develop Processes for Research and Writing
3. Demonstrate Critical Thinking through Exploration and Evaluation
4. Demonstrate Knowledge of Writing Conventions
5. Develop Knowledge of Writing in Digital Environments

For more information on these Course Goals, see *JAC* page xi.

### *Grade Breakdown*

- |                    |     |
|--------------------|-----|
| • Formal Writing   | 70% |
| • Informal Writing | 20% |
| • Participation    | 10% |

\*Grades will be based on the grade descriptors found in *JAC* pages xiii-xv.

\*At Midterm you will receive In-Progress grades in all categories, which will show how you are doing in the first half of the course. At the end of the semester you will receive Final Portfolio grades. These grades will be based on the rubric in the back cover of *JAC*.

\*Informal writing will receive numbered grades between 1-5 (5 being the highest and 1 being the lowest scores), corresponding to the Informal Writing rubric in *JAC* page xiv.

\*Final-for-Now drafts and mini-projects will be graded as Brainstorming, Early Stage, Middle Stage, Late Stage, or Polished drafts. These indicate how much work will be necessary to produce an excellent, scholarly Final draft.

### *Written Assignments*

This class requires you to produce three major projects, two mini-projects, several informal writing assignments, and four reflective Cover Memos. I will give you assignment sheets with more detail for each assignment through eCampus.

Initially you will turn in Final-for-Now drafts of the projects, and at the end of the semester you will revise all three major projects, and have the option to revise the mini-projects.

The three major projects are:

1. Education Manifesto: In this 3 page paper you will produce a polemical manifesto trying to persuade a reader to accept your view(s) about education.
2. Syllabus Evaluation: In this 5 page paper you will establish criteria to determine the effectiveness and/or quality of a course syllabus, and then evaluate how well a specific syllabus meets these criteria.
3. Researched Argument: For this 8 page research-based paper you will develop a research question related to your major, research the subject, and compose an argument using an effective and appropriate structure.

The two mini-projects are:

1. Research Proposal: This 2 page paper will present your research topic, questions, and preliminary methodology in preparation for your Researched Argument.
2. Annotated Bibliography: For this assignment you will produce correct MLA (or another recognized citation format) bibliographic entries for five sources and a paragraph long analytical description of each source.

Informal writing will generally be 1-2 pages and will ask you to practice different forms of writing, produce short sections for papers, or work through pre-writing activities.

All assignments will be due on eCampus by the beginning of class on the date listed below.

### **Course Policies**

The policies for this course are laid out in *JAC* pages xv-xvii. Please note the following sections:

- Academic Integrity
- Late Work
- Accessibility
- Social Justice

### *Academic Integrity*

I strongly suggest you read the following sources for more information on WVU's academic integrity policy: "Writing with Integrity" in *JAC* pages 13-14 and "How to Avoid Plagiarism" pages 47-49, and "Academic Integrity Policy" in *EW* pages wvu5-wvu8. Please note that you are bound by the policy whether you plagiarize knowingly and purposefully or unknowingly and unintentionally.

### *eCampus and Other Technologies*

You will turn in all assignments on eCampus, and I will post assignment sheets, additional materials, supplemental readings, and other useful tools to our eCampus page. When uploading files electronically:

- Projects, Cover Memos, and Informal Writings should all be composed in word processors and uploaded as attachments to eCampus. *Save files as .doc, .docx or .rtf files*; avoid file types that can only be opened with specific programs.
- It is your responsibility to make sure documents are properly uploaded to eCampus.
- I will return assignments with my feedback on eCampus, and they will have \_FB (for feedback) at the end of the file name.

Whenever I receive an e-mail I will reply to it. If you don't hear back from me by the next afternoon it means I have not received the e-mail and it is your responsibility to resend it.

Although electronics are an important part of both modern research and modern life, it is important that personal electronics—cell/smart phones, laptops, the internet, etc.—do not interfere with class. If these devices become a distraction for you, me, or other class members, you will be asked to put them away. Please set your phone to silent or turn it off.

### *Writing Center*

The Writing Center is a service your tuition dollars have already paid for. The tutors are your fellow students, and they are trained to help with all aspects of the writing process. More info about the Writing Center can be found on page xviii in *JAC*.

The Writing Center is in Colson Hall G02, near my office.

The phone number to schedule an appointment is 304-293-5788, or you can stop by the center. Their hours are 10-5 MTWR, and 10-3 F.

### *Accessibility Services*

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through Accessibility Services at 1085 VanVoorhis Rd. Their phone number is 304-293-6700, their e-mail is [access2@mail.wvu.edu](mailto:access2@mail.wvu.edu), and their website is <http://accessibilityservices.wvu.edu/>.

### *University Counseling Services*

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the newly constructed Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps>, and its phone number (answered 24 hours) is 304-293-4431.

*Course Schedule*

Please note: this schedule is subject to change by me. I will notify you as early as possible of any and all changes.

► Week 1

◇T 19 Aug: Introduce the course. Getting to know one another, go over syllabus.

HW: Read “A Proposal to Abolish Grading” in *EA* pages 73-76, “Unplugged: The Myth of Computers in the Classroom” in pages 69-72, and “English 102: Necessary Items and Tips Handout” in pages 1-2, and watch “Uploading to eCampus” video on eCampus.

◇R 21 Aug<sup>1</sup>: Thinking about education. Beginning to form your own position and theories on education, using and building from your experience.

HW: Read “Polemic Arguments” in *JAC* pages 24-25, and “Cancel Student Loan Debt to Stimulate the Economy” in *EA* pages 15-20 and “Me Talk Pretty One Day” in pages 100-105, and watch “Polemic” video on eCampus.

► Week 2

◇T 26 Aug: Learning the polemic style of argumentation. Strengths, weaknesses, and strategies for writing a polemic. “The Hamburger Method for Clear, Logical Paragraphs” in *JAC* pages 38-39, analyzing paragraph structures in “Claim-Evidence-Interpretation Sample Paragraph” in *EA* pages 7-8.

HW: Polemic. Read “How to Structure an Argument in an Essay” in *JAC* pages 18-20, watch “Thesis” video on eCampus.

◇R 28 Aug: Important components of essay structure. “Developing Strong Thesis Statements” and “Writing an Introduction” in *JAC* pages 21-23, analyze “Sample Introduction” in *EA* pages 5-6.

**Due:** Polemic.

HW: Introduction; read “From Aristotle’s *Rhetoric*” on eCampus, and “What is Rhetoric” and “Reviewing Rhetorical Strategies” in *JAC* pages 1-6, and watch “Rhetorical Appeals” video on eCampus.

► Week 3

◇M 1 Sept: *Group conferences in location TBA.*

◇T 2 Sept: *Group conferences in location TBA. No class.*

◇R 4 Sept: Review of rhetoric. Ethos, pathos, and logos, rhetorically analyze “A Proposal to Abolish Grading” in *EA* pages 73-76.

**Due:** Introduction.

HW: Draft of the Education Manifesto.

► Week 4

◇T 9 Sept: Peer Review. “Peer Response Workshop” in *JAC* page 35.

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<sup>1</sup> Last day of Add/Drop period is 22 Aug.

HW: *Education Manifesto and Cover Memo*.

◇R 11 Sept: Introduce Syllabus Evaluation project, and evaluation.

**Due:** *Education Manifesto and Cover Memo*.

HW: Read “How to Write [the Perfect] Email” in *EA* pages 106-115, and “Genre Analysis in the Writing Process” in *JAC* page 46, and watch “Analysis” and “Evaluation” videos on eCampus.

► Week 5

◇T 16 Sept: Analyzing syllabi. Examining syllabi for strategies, structures, style, tone, language choice, etc. “Writing for Others,” and “Modernism and Mass Culture” syllabi on eCampus.

HW: Epic Fail. Read sections 29, 30, and 32 in *EW* pages 146-152 and 154-160.

◇R 18 Sept: Developing criteria. Distinguishing between qualitative and quantitative criteria and setting priorities. “Slavoj Žižek,” and “Elemental Shakespeare” syllabi on eCampus.

**Due:** Epic Fail.

HW: Read “Logical Fallacies” in *JAC* pages 52-56, and watch “Logical Fallacies” video on eCampus

► Week 6

◇T 23 Sept: Logical fallacies. “Logical Fallacies Practice Examples” in *JAC* pages 57-59.

HW: Evaluation Criteria.

◇R 25 Sept: *Individual conferences in Colson G07. No class.*

**Due:** Evaluation Criteria.

HW: Draft of Syllabus Evaluation.

◇F 26 Sept: *Individual conferences in Colson G07.*

► Week 7

◇T 30 Sept: Peer Review. “Peer Response Workshop” in *JAC* page 62.

HW: **Midterm.** *Midterm Cover Memo and Syllabus Evaluation.*

◇R 2 Oct: *Midterm.* Introduce Researched Argument project, introduce Proposal, brainstorming potential topics.

**Due:** **Midterm.** *Midterm Cover Memo and Syllabus Evaluation.*

HW: “Midterm Evaluation” in *JAC* page 79, and read “Guided Proposal Workshop” in *JAC* page 91, and watch “Abstracts and Proposals” video on eCampus

► Week 8

◇T 7 Oct: Proposing a paper. Strategies for proposing a paper in “Buying Thebes—Abstract” and “Coal Crackers and Bleeder Entries—Abstract” on eCampus.

**Due:** “Midterm Evaluation.”

HW: *Research Proposal.* Watch “Database Searching (*Ebscohost*)” and “Database Searching (*JSTOR*)” videos on eCampus

◇R 9 Oct: *Meet in Library Computer Lab 136*. Learning to use library databases to find scholarly sources.

**Due:** *Research Proposal*.

HW: Read “Developing Your Database Search Strategy” in *JAC* pages 112-113, and “Stop Blaming Teachers” in *EA* pages 77-86, explore section 41 on “MLA Style” in *EW* and Purdue OWL on eCampus, and watch “MLA Works Cited” video on eCampus.

► Week 9

◇T 14 Oct: *No Class. Mid-term break.*

◇R 16 Oct: Citing sources using MLA. “Practicing MLA Conventions” in *JAC* pages 126-127.

HW: Read “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” in *EA* pages 121-130, bring two researched sources to class.

► Week 10

◇T 21 Oct: Evaluating and synthesizing sources. “Evaluating Your Information” in *JAC* pages 118-119 and “Organizing through Synthesis Maps” in pages 123-124.

HW: *Annotated Bibliography*. Read “Visiting Grandmother” in *EA* pages 131-144.

◇R 23 Oct<sup>2</sup>: Outlining an essay. Purpose and goals of an outline. “Thinking about Purpose and Organization” in *JAC* pages 135-137.

**Due:** *Annotated Bibliography*.

HW: Read “New Perspectives for Critical Writing,” “The Toulmin Model of Argumentation” and “Rogerian Argument” in *JAC* pages 131-132, 26-29, and watch “The Toulmin Model” and “Rogerian Argument” videos on eCampus

► Week 11

◇T 28 Oct: Various approaches to argumentation. Polemic, Toulmin, and Rogerian arguments.

HW: Outline. Read section 39a “Integrating Quotations, Paraphrases, and Summaries” in *EW* pages 199-200, and watch “Incorporating Quotations” video on eCampus.

◇R 30 Oct: Incorporating sources into an essay. Analyzing “Visiting Grandmother” in *EA* pages 131-144.

**Due:** Outline.

HW: Draft of Researched Argument.

► Week 12

◇M 3 Nov: *Individual Conferences in Colson G07.*

◇T 4 Nov: *No Class. General Election Day.*

◇W 5 Nov: *Individual Conferences in Colson G07.*

◇R 6 Nov: *No Class. Phillip is out of town.*

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<sup>2</sup> Last day to drop with “W” is 24 Oct.

► Week 13

◇T 11 Nov: Peer review. “Peer Response Workshop” in *JAC* page 141.

HW: *Researched Argument and RA Cover Memo*.

◇R 13 Nov: Introduce revision. Thinking about three tiers of revision—re-envision, revise, and edit.

**Due:** *Researched Argument and RA Cover Memo*.

HW: Drafts of the Education Manifesto and Syllabus Evaluation, watch “Three Tiers of Revision” video on eCampus.

► Week 14

◇T 18 Nov: Revisions. Reading aloud for errors, reverse outlining.

HW: Draft of the Researched Argument.

◇R 20 Nov: Revisions. Three part structures, eliminate passive voice, and homonym errors.

HW: Student presentations.

► Week 15

◇T 25 Nov: *No Class. Fall break.*

◇R 27 Nov: *No Class. Fall break.*

► Week 16

◇T 2 Dec: Student presentations.

◇R 4 Dec<sup>3</sup>: Student presentations. Course evaluations.

HW: ***Final Portfolio. Required: Portfolio Cover Memo, Education Manifesto, Syllabus Evaluation, Researched Argument. Optional: Research Proposal and Annotated Bibliography.***

► Week 17

◇T 9 Dec: *Final Portfolios Due. No class.*

**Due:** ***Final Portfolio. Required: Portfolio Cover Memo, Education Manifesto, Syllabus Evaluation, Researched Argument. Optional: Research Proposal and Annotated Bibliography.***

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<sup>3</sup> Last day to withdraw from all classes is 8 Dec.