

# English 102

Jonathan Harvey, English 102, Summer 2005

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Welcome to the second core course in English. Composition and Rhetoric builds upon what you've learned in English 101, but it focuses more upon the concept of argument—that is, rhetoric, persuasion, discussion, and articulation—in an academic context. Academic argument does not reward the person who shouts the loudest: the best arguments are those meticulously researched, carefully planned, and gracefully executed. Throughout the course, you will be building an argument centered around a topic that interests you. Remember that writing is a process, so don't draw your final conclusions about the topic quite yet. By the time you write your research paper, your argument will have matured into a potent and solid contribution to the ongoing academic discussion.

## Course Textbooks

Bring *both* of the following textbooks to every class session:

1. Lunsford, Andrea A., et al. *Everything's an Argument: With Readings*. 3rd Edition. New York: Bedford/St. Martin's, 2004.
2. Ryan, Kathleen J., ed. *Entering Academic Conversations: Research and Argumentation in English 102*. 11th ed. Littleton: Tapestry P, 2004-2005.

## Course Outcomes

Please see *Entering Academic Conversations* p. 22-23 for the general aims and outcomes of English 102.

## Course Policies and Procedures

Please see *Entering Academic Conversations* p. 24-26 for the University's policies on absences, participation, lateness, plagiarism, special needs, and grading. Note that more than one unexcused absence will lower your final grade one letter, while over three absences will result in a failing grade; also, every three late arrivals will be recorded as one absence.

**Course Work and Grading** Much of your work in this course should ultimately focus around a research topic of your choice that will culminate in the research paper and presentation. Though you are allowed to be flexible in the evolution of your project, modifying it as you progress, you are encouraged to start thinking early in the semester about a topic that will sustain your interest throughout. Each student must have a unique argument/research topic. Note also that each assignment may include various drafts which will impact the evaluation of your grade.

**Informal Writings (10%):** Throughout the semester, you will be asked to write brief (app. 1 page) responses to the readings, do freewrites in class, jot down rough draft ideas, and otherwise engage in informal writing. These assignments will be collected periodically and graded simply with a check-plus, a check, a check-minus, or a zero. Keep your informal writings in your class folder. Bring this folder and blank paper to every class.

**Annotated Bibliography (15%):** Though similar to a Works Cited page, this assignment is more in-depth because each citation includes a description or annotation of each source. An annotated bibliography is useful for organizing your sources before writing the research paper because it forces you to become more familiar with your sources and how they fit into the greater scheme of your argument.

**Debate Essay (15%):** Before you get into developing your argument for the research paper, it is important that you understand that any topic has more than one viewpoint involved in it. This debate essay allows you to explore two or more sides of the argument, somewhat like a point-counterpoint debate with yourself.

**Research Paper (35%):** Your skills at researching and arguing will be tested in this intense project, which requires that you methodically yet boldly articulate your ideas supported with your research. Much of the course's work will build upon this paper.

**Oral Presentation (10%):** Since a large part of academic discourse involves expressing one's ideas to others, you are required to present your research argument to the class in a brief oral presentation. While you are allowed to present your paper in various ways (visual aids, notecards, handouts, etc.), you may not simply read it aloud. Your fellow students are encouraged to ask questions at the end of your presentation, so be prepared to speak extemporaneously as well.

**Class Participation (15%):** In addition to writing, this class requires that you participate in the academic setting by listening, discussing, and workshopping with your peers. We will often have student-led discussions of the material, and I will be paying close attention to who is contributing. I will learn your names, so be prepared to be called upon. Healthy, productive participation involves both speaking and listening. Above all, stay open-minded towards one another—respect viewpoints that do not coincide with your own.

## Conferences

Several times during the semester (see the schedule), regular classes will not meet so that we can have one-on-one conferences. Normally, two regular sessions will be canceled during conference

time so that we can meet and talk about your drafts. We will schedule conferences ahead of time, usually the class period before conferences. Missing a conference counts as missing TWO classes, so make sure to keep your appointment with me. *Always* bring whatever draft you're working on to the conference and have at least three questions about your paper(s) written down when you arrive.

You may also feel free to come by my office anytime during office hours. I am usually available before or after class as well.

## Workshops

You will be working in groups for many activities during the semester. Sometimes you will be working in pairs, and other times you will be in groups of three or four. Your workshop efforts are reflected in your Class Participation grade and may also impact the overall grade of the given assignment. If you do not attend a workshop session, you will be inconveniencing your classmates as well. As such, it is imperative that you bring the necessary drafts and related materials to workshops.

## Course Schedule

EaA: *Everything's an Argument*

EAC: *Entering Academic Conversations*

- **T, 7/5** Course Introduction Review syllabus. Many meetings. Buy books and portfolio materials. EAC 21-34. EaA 3-26.
- **W, 7/6** Discuss readings, class policies. Freewrite. EaA 27-49, 540-541, 543-544. *Write:* Respond to #2, EaA 542. Think about topic directions.
- **R, 7/7** Discuss responses. Discuss topics. EaA 65-75, 100-117, 811-814. Note how Dr. King uses both arguments from the heart and arguments based on fact.
- **F, 7/8** Respond to readings. Discuss different types of arguments. EaA 78-97, 826-834. *Write:* Respond to #4, EaA 835.
- **M, 7/11** **Receive Annotated Bibliography assignment.** Using sources. Summarizing. EaA 401-410. EaA 424-442. EAC 45-53.
- **T, 7/12** **Meet in Library, 4th Floor** Find 3 different sources. Cite and annotate your 3 sources. EaA 673-680,686, 694-695.
- **W, 7/13** Discuss citing, sources, honesty. Cite and annotate 6+ total sources.
- **R, 7/14** **Workshop Annotated Bibliography** Work in pairs. Troubleshoot bibliographies. EAC 41-42. EaA 331-346, 412-423. Consider the “electronic arguments” to which you contribute.
- **F, 7/15** Discuss Internet sources. Source validity. Prepare your final draft of the anno. bib.
- **M, 7/18** **ANNOTATED BIBLIOGRAPHY DUE;** Receive Debate Essay assignment EaA 121-144, 483-485, 515-517 *Write:* Respond to #1, EaA 145.
- **T, 7/19** Discuss point-counterpoint. Prepare a rough draft of debate essay.

- **W, 7/20** Workshop debate essay. Work in groups. Sign up for conferences. Plan to attend conference.
- **R, 7/21** **Mid-term conferences**
- **F, 7/22** **Mid-term conferences** Prepare a final draft of debate essay.
- **M, 7/25** **DEBATE ESSAY DUE**; Receive research paper assignment EaA 205-237, 486-493, 477-478. *Write:* Respond to the arguments about the evolution of self-image.
- **T, 7/26** Discuss responses, causal arguments. EaA 384-399, 494-498, 504-505, 806-810.
- **W, 7/27** Freewrite. Fallacies of argument. Stereotypes. EaA 262-281, 617-621, 737-738. Consider the impact of satire as criticism.
- **R, 7/28** Humorous arguments and satire. EaA 301-327. Pre-writing exercises for research paper.
- **F, 7/29** Visual arguments. Topics, theses, structure. Prepare rough draft of research paper.
- **M, 8/1** **Workshop research paper** Work in groups. Troubleshoot research papers. Read student-chosen essays and topics:
- **T, 8/2** Discuss student-chosen essays and topics. EaA 348-362, 836-844, 864-866. *Write:* Contrast the two written and spoken arguments. Respond.
- **W, 8/3** Discuss oral presentations, crucial arguments of national importance. Conference sign-up. Prepare presentation, plan to attend conference.
- **R, 8/4** **Final Conferences**
- **F, 8/5** **Final Conferences** Prepare a final draft of research paper.
- **M, 8/8** **RESEARCH PAPER DUE**; Presentations Prepare/attend presentations.
- **T, 8/9** Presentations Please see above.
- **W, 8/10** Presentations See above.
- **R, 8/11** Final presentations and student evaluations above.