

English 102: Composition and Rhetoric, Section 002	
Spring Semester 2013 MWF 8:30-9:20 Clark 111	
Instructor: Sharon Kelly	
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Office: Colson G23	Office Hours: Wednesday 10:30-12:30

Required Texts:

- *English 102 Joining Academic Conversations (JAC)*, 6e (2013) – ISBN 978-0-7380-5269-4
- Lunsford, Andrea. *Easy Writer (EW)*, WVU 4e (2010) – ISBN 978-0-312-63821-4
- *They Say, I Say (TSIS) With Readings*, 2e (2012) – ISBN 978-0-393-91275-3
- Set aside approximately \$5 for final portfolio binding

Introduction:

English 102 is designed to build on the writing abilities you learned in English 101 (or the equivalent) 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.

Course Goals:

This course fulfills Objective 1 of the General Education Curriculum at West Virginia University—to communicate effectively in English. English 102 accomplishes this through five course-specific goals:

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

Please refer to these goals often on pages x-xii in *JAC*.

Office Hours and Email:

My office hours are on Tuesdays from 12:00-2:00 in Colson Hall room G23 and by appointment. Office hours provide you with an opportunity to come talk to me about your work outside the classroom. I will also be communicating with you regularly via eCampus and WVU email. It is your responsibility to check for updates or messages. If you need to email me, please give me 24 hours to respond to your email before emailing me again. Your email subject line should include the class section number and a concise, accurate subject (e.g. “ENGL 102-401 Advice on Topic”). I expect you to use standard English and good manners when you email me.

Policies and Procedures

For basic policies and procedures, please see pages x-xix in *JAC*. The following policies and procedures supplement and clarify the policies and procedures for this specific class.

Attendance: You will be most successful in this class if you attend regularly. If you miss **more than three** classes for any reason, I reserve the right to lower your grade for each successive absence, down to and including an “F.” After **six** absences, you will automatically receive an “F” in the course. Repeated or excessive tardiness, coming to class unprepared, and/or being disruptive will also lower your grade at my discretion. If you are sick or have a personal emergency, please **email me** before class to let me know you will be absent. I will accept work due on the day you are absent for full credit if I receive it by 3:00PM on the day of your class, however, you will not be able to make up in-class assignments.

Conference Attendance: Six times throughout the semester you will be given the opportunity to meet

with me one-on-one in the downtown library to discuss your writing. Your attendance at these conferences is **mandatory** unless otherwise specified and will be counted along with your class attendance. This includes being sufficiently prepared for the conference as specified in class.

Late Work: In-class and short writing assignments will not be accepted late. I will accept your five major writing assignments up to one week late, but I am willing to give you feedback on late papers **only if** you see me during my office hours. Please note that you are responsible for **all** printing. If your printer malfunctions, you will still be responsible for your paper; there are printers available for you in the library. I will not print your paper for you.

Cell Phones: Cell phones must be turned off entirely or set to the silent function so as not to disturb the class. For excessive cell phone use, I reserve the right to ask you to leave the class and will mark you absent.

Classroom/Lab and Laptop Policy: This class is held in a classroom with no technology. It is my personal belief that technology is an integral part of your rhetoric and composition education—not only because we all use word processing programs to type papers, but also because print and visual media (largely accessible through the internet) are important outlets for the consumption and processing of information. Therefore, we will be holding class in a computer lab room regularly. I have attempted to note the location of our class on this syllabus (below, by date) but please understand that plans may change and I will notify you in class of any location swaps.

While in labs, please be respectful of the equipment and use the computers for class activities only. Misuse of computers will lower your participation grade. For the days when we are not in the computer lab classroom, you will be allowed to use a laptop to take notes. I reserve the right to ask you to put away your laptop if I believe it has become a distraction to other students.

Social Justice Policy: In this class and in our discussions, readings, and writing throughout the semester, we will be examining ideas from diverse perspectives. Please always be mindful that our classroom will be a space of **respect and collaboration**. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) will not be tolerated.

Academic Integrity: Plagiarism is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. If you are caught plagiarizing or committing any other form of academic dishonesty (willful or accidental), disciplinary action will be taken and you may receive an “unforgivable F” for the course.

Disability Accommodations: West Virginia University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or if you have questions about physical access, please speak with me as soon as possible.

Office of Disability Services: G30 Mountainlair, Phone: (304)-294-6700, Email: access2@mail.wvu.edu

WVU 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. You are strongly encouraged to use the Writing Center throughout the semester.

Hours & info: (304) 293-5788 http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home

Standard of Work: You are expected to use appropriate grammar, mechanics, and writing conventions. We will review some of these within the context of our specific projects, but it is important to remember that this is not a course in grammar. The *Easy Writer* is a great resource that offers guidelines and activities to help with these mechanics. “Text speak” or other common inappropriate abbreviations are absolutely not allowed. If found in your final-for-now papers or your portfolios, text speak will lower your grade one full letter. **All of your work must be in Times New Roman, size 12 font with one inch margins.** Most assignments should be double-spaced. I reserve the right to refuse work that is not formatted correctly. Additionally, you will be required to have your final portfolio professionally bound. We will discuss this in more detail in class.

Using Sources: A major component of this class is learning to use primary and secondary sources in research. We will devote considerable time to understanding how sources are used, how to locate sources and how to evaluate sources. Keep in mind that **Wikipedia, Google and other tertiary sources (encyclopedias, dictionaries) are not acceptable sources in any submitted college paper.** With that said, Wikipedia can be a good place to start your research since it does list original sources and links from contributors. (Note: You may, of course, cite Wikipedia in a paper in which you are discussing Wikipedia itself.)

Responses and Evaluation

This is a portfolio-based class, which means you will not receive a letter grade on each individual assignment, but you will receive feedback on your major projects along with an overall letter grade at the midterm point (an in-progress grade) and again at the end of the semester. Your mid-term and final grades are based on the following percentages:

Informal Writing: 20%

1. **Writing Prompts:** Each week you will have two Writing Prompts (WPs) from which to choose. The prompts are listed according to date on this syllabus. Evaluated on quality, length, and relevance.
2. **Short Writing:** This may include but is not limited to in-class writing, short writes, handouts, outlines, partial or complete rough drafts, free writes, response papers, and quizzes. Evaluated on quality, quantity, relevancy, and regularity.
3. **Midterm Memo and Final Memo:** You will be asked to evaluate your own performance twice throughout the semester. You should include an honest review of your work and work habits, your writing process, and goals. Evaluated on ability to sincerely reflect, quality, relevance, and length.

Portfolio: 70%

1. **Visual Argument:** children’s media analysis: 4 pages (context, issues/message, conveyance)
2. **Editorial Argument:** article analysis: 4 pages (style, conveyance, effectiveness, methods) —midterm—
3. **Formal Topic Proposal** for Research Paper: 3 pages (topic, reason interested, preliminary research, hypothesis, further lines of question to explore)
4. **Annotated Bibliography:** 8 sources (1 book, 5 scholarly articles minimum)
5. **Research Paper:** 6-8 pages (5+ sources)

Participation: 10%

This is a workshop course that relies on discussion and working together as a class. You are expected to attend every class and make a commitment to both me and your peers to actively engage in our discussions. I will be recording disturbances as well as good contributions, and your final participation grade will reflect your classroom behavior. If you disrupt the class repeatedly, I reserve the right to ask you to leave the classroom and will give you an absence for that day.

Please see the assignment description document(s) on eCampus for details on each project and refer to *JAC* for information about my grading criteria. We will also review this information in class. If you have any questions regarding your progress in the course, please let me know and we can set up an appointment at any time.

Schedule of Work

****Subject to change according to progress****

PLEASE NOTE: On days when we hold conferences there will be no regularly scheduled class. Conferences will be held in the Eliza's area on the fourth floor of the downtown Library. Conference attendance is mandatory unless otherwise specified.

Week 1

PD WP: Reflect on your past experiences with English and writing in particular. Describe your current capabilities or challenges as a writer. Focus on your experience with argument or rhetoric.

CT WP: Leaf through the JAC and analyze the quality (usefulness, clarity) of the text. Use specific examples when you make claims.

Monday 1/14:

Due: read pages x-xix in *JAC* and the Syllabus.

Agenda: Syllabus, introductions.

Homework: Review the class policies and expectations. Let me know if you have questions.

Wednesday 1/16:

Due: Any questions about the class policies and expectations.

Agenda: Review of 101 concepts: why do we write? Pro tips.

Homework: Read something. Anything. Be prepared to talk about it in class.

Friday 1/18: (Last day to add.)

Due: Be ready to discuss something you read. WP due.

Agenda: Review of 101 concepts: genre, audience.

Homework: Read the Visual Argument assignment sheet on [eCampus](#).

Week 2

PD WP: Describe an instance when you were personally impacted by one aspect of the rhetorical triangle. For example, consider how one of your personal beliefs was founded or a time when you were convinced by a specific rhetorical appeal.

*CT WP: Respond to the Graff reading by answering question 2, 4, or 5 on page 387 of *TSIS*.*

Monday 1/21: **No Class: MLK Jr. Holiday**

Wednesday 1/23:

Due: Read the VA assignment sheet.

Agenda: Visual Argument assignment intro., goals. Where do we see rhetoric? Logos, ethos, pathos. (p 40-42 in *JAC*.)

Homework: Read "Hidden Intellectualism" by Gerald Graff, pages 380-387 in *TSIS*.

Friday 1/25:

Due: Read "Hidden Intellectualism" in *TSIS*. WP due.

Agenda: Discussion of *TSIS* reading. Topic ideas.

Homework: Pick your top 3 topic options, read "Analyze This: Writing in the Social Sciences" by Erin Ackerman, pages 156-173 in *TSIS*.

Week 3

PD WP: How do you respond to the opinions of others in your daily life? Do you ever have conversations with people who hold radically different views? Give specific examples and evaluate the use of rhetoric in such conversations.

CT WP: Write a reaction to the first paragraph on page 164 in TSIS based on your views of balance and fairness in writing. Suggest some specific things you can do to make sure you treat sources ethically. What happens when writing is off-balance?

Monday 1/28: class will meet in **Computer Lab**

Due: Have a list of your top 3 topic options, read “Analyze This” by Ackerman, pages 156-173 in *TSIS*.

Agenda: Topic assignments. Practice working with visual rhetoric.

Homework: Meet with your group and discuss your topic and logos, ethos, and pathos.

Wednesday 1/30:

Due: Group meeting notes / ideas.

Agenda: Visual Argument assignment group work.

Homework: Read “Reading for Audience” by Claycomb, page 56, in *JAC*.

Friday 2/1:

Due: Read “Reading for Audience” in *JAC*. WP due.

Agenda: Analyzing visual rhetoric: picture samples. Discussion of *JAC* reading.

Homework: Visual Argument assignment.

Week 4

PD WP: How has working on this assignment impacted the way you ‘read’ things around you (advertisements, commercials, other people)? Are you able to see visual rhetoric in your daily life? Give specific examples.

CT WP: How has working on this assignment changed your approach(es) to writing, group writing, and/or your awareness of the topics covered? Give specific examples.

Monday 2/4:

Due: **Visual Argument assignment due**

Agenda: Recap.

Homework: None.

Wednesday 2/6:

Due: None.

Agenda: Visual Argument **conferences**.

Homework: Read the Editorial Argument assignment sheet on **eCampus**.

Friday 2/8:

Due: Read the Editorial Argument assignment sheet on **eCampus**. WP due.

Agenda: Editorial Argument assignment intro., goals. What’s an editorial?

Homework: Read “They Say: Starting with What Others Are Saying,” pages 19-29 in *TSIS*.

Week 5

PD WP: Think about all the times you say “they say...” in everyday conversation. How often do you support your statements with someone else’s opinions or assertions? How often do you know who “they” really are? Do you ever fact-check things that you repeat or post on Facebook, for example? (Consider the usefulness of Snopes in cases like this.)

CT WP: Analyze the usefulness of using a model for argument. Analyze the effectiveness of the Toulmin model in particular. What are the pros and cons of having a method? What are the pros and cons of this method in particular?

Monday 2/11: **Computer Lab**

Due: Read “They Say: Starting with What Others Are Saying” in *TSIS*.

Agenda: Discuss “They Say” reading. Quick intro to argument and fallacy.

Homework: Search for an appropriate topic editorial. Read “The Toulmin Model of Argument” by Deschler and Sypolt, pages 44-46 in *JAC*.

Wednesday 2/13:

Due: Topic Editorial. Read “The Toulmin Model of Argument” in *JAC*.

Agenda: Argument styles—what makes argument effective? Toulmin Model.

Homework: Read “Common Fallacies of Argument” by Blount and Cobb, pages 49-50 in *JAC*.

Friday 2/15:

Due: Read “Common Fallacies of Argument” in *JAC*. WP due.

Agenda: Fallacy types, examples, practice identifying.

Homework: Read “Yes / No / Okay, But,” pages 55-67 in *TSIS*.

Week 6

PD WP: How has working on this assignment impacted the way you interpret biased information you find (in newspapers, on TV, on Facebook)? Are you better able to see the rhetorical moves being made? Give specific examples.

*CT WP: Select a concept from “Yes / No / Okay, But” in *TSIS* and describe how it has helped you respond to your editorial. Be specific.*

Monday 2/18:

Due: Read “Yes / No / Okay, But” in *TSIS*.

Agenda: Toulmin Model and Fallacy review. Discussion of *TSIS* reading.

Homework: Editorial Argument assignment.

Wednesday 2/20:

Due: **Editorial Argument**.

Agenda: Recap.

Homework: WP to be handed in at conference.

Friday 2/22:

Due: WP due.

Agenda: Editorial Argument **conferences**.

Homework: Read the Midterm Portfolio assignment sheet / prompt on [eCampus](#).

Week 7

*PD WP: Reflect on “The New Liberal Arts” in *TSIS*. Choose one of Ungar’s 7 Misconceptions and relate your specific experiences with the things he describes. How have your perceptions of higher education changed since you came to WVU?*

*CT WP: Respond to the Ungar reading by answering question 1, 2, or 3 on page 196-7 of *TSIS*.*

Monday 2/25: **Computer Lab**

Due: Read the Midterm Portfolio sheet on [eCampus](#).

Agenda: Revision strategies (see p. 28 *JAC*) and Midterm Memo overview.

Homework: Read “The New Liberal Arts” by Sanford J. Ungar, pages 190-197 in *TSIS*.

Wednesday 2/27:

Due: Read “The New Liberal Arts” in *TSIS*. WP due.

Agenda: Discussion of *TSIS* reading. xkcd data discussion.

Homework: Midterm Portfolio

Friday 3/1:

Due: **Midterm Portfolio**.

Agenda: Recap.

Homework: None.

Week 8

PD WP: Are you comfortable contributing to a classroom discussion? Why or why not? Reflect on what motivates your level of participation.

*CT WP: Evaluate the usefulness of both *TSIS* readings (“I Take Your Point” and “What’s Motivating This Writer?”). How have these readings changed the way(s) you approach reading for class?*

Monday 3/4:

Due: None.

Agenda: Midterm **conferences**.

Homework: Read the Research Paper Assignment Overview document on **eCampus**.

Wednesday 3/6:

Due: Read the Research Paper Assignment Overview document on **eCampus**.

Agenda: Research paper series intro., goals.

Homework: Read “I Take Your Point,” pages 141-144 and “What’s Motivating This Writer?” pages 145-155 in **TSIS**.

Friday 3/8:

Due: WP due. Read “I Take Your Point” and “What’s Motivating This Writer?” in **TSIS**.

Agenda: Discussion of **TSIS** reading.

Homework: Explore the library’s website.

Week 9

PD WP: Consider the ways you use social media. Do you share information and ideas with people whose opinions differ from yours, or do members of your social network mostly hold the same opinions? How do you think this impacts the usefulness or importance of social media?

CT WP: Respond to the Crystal reading by answering question 3, 4, or 5 on page 346 of TSIS.

Monday 3/11: Computer Lab

Due: Explore the library’s website.

Agenda: Research Tutorial (attendance mandatory)

Homework: Read “Activity for Writers: Choosing and Narrowing Your Topic” by Sypolt and Zang on pages 9-10 in **JAC**.

Wednesday 3/13:

Due: Read “Activity for Writers: Choosing and Narrowing Your Topic” in **JAC**.

Agenda: Topic generation activities.

Homework: Read “2b or Not 2b” by David Crystal, pages 335-346 in **TSIS**.

Friday 3/15:

Due: Read “2b or Not 2b” in **TSIS**.

Agenda: Discussion of **TSIS** reading. Topic activities.

Homework: WP due. Read the section on Invention in **JAC**, pages 3-7. Read the Formal Topic Proposal assignment sheet on **eCampus**. Pick three possible topics.

Week 10

PD WP: Have you ever paid attention to gender roles in common media sources like advertising? Has gender stereotyping by the media affected you in some way? What do you think of subliminal (or overt) gender stereotypes being included in the media to manipulate viewers?

CT WP: Respond to the Freeman and Merskin reading by answering question 1, 2, or 3 on page 479.

Monday 3/18: Computer Lab

Due: Read **JAC** pages 3-7. Read the Formal Topic Proposal assignment sheet on **eCampus**. Three possible topics.

Agenda: Topic exercises. Working with samples. Formal Topic Proposal assignment info.

Homework: Read “Having It His Way: The Construction of Masculinity in Fast-Food TV Advertising” by Carrie Packwood Freeman and Debra Merskin, pages 454-479 in **TSIS**. Pick a topic.

Wednesday 3/20:

Due: Read “Having It His Way” in **TSIS**. Your topic. WP due.

Agenda: Discussion of **TSIS** reading. Group topic vetting.

Homework: Formal Topic Proposal—Submit electronically on **eCampus**.

Friday 3/22: (Last day to drop.) No Class

Due: **Formal Topic Proposal** (submit on **eCampus**)

Homework: Read the Annotated Bibliography assignment sheet on [eCampus](#).

*****Spring Break No Class: 3/25-3/29*****

Week 11

PD WP: Summarize Krugman's main thesis. Do you think his tone or style is particularly partisan (liberal or conservative)? How does his tone or style impact your impression of his thesis?

CT WP: Summarize Krugman's main thesis. He uses a lot of data, examples, and direct quotes to support his ideas. How does this impact the way he conveys his thesis?

Monday 4/1: Computer Lab

Due: Read the Annotated Bib assignment sheet on [eCampus](#).

Agenda: Annotated Bibliography assignment intro., goals, sample. Research and plagiarism discussions.

Homework: Read "Confronting Inequality" by Paul Krugman, pages 586-605 in *TSIS*.

Wednesday 4/3:

Due: Read "Confronting Inequality" in *TSIS*.

Agenda: Thesis Statement Workshop (p. 13 in *JAC*). Discussion of *TSIS* reading. WP due.

Homework: Read "Taking Research Notes" by Juckett pages 61-65 in *JAC* and "Double-Entry Notes" by Brady pages 66-67 *JAC*.

Friday 4/5: No Class

Homework: Read "Her Point Is," pages 30-41 in *TSIS*. Annotated Bib assignment due in conferences.

Week 12

PD WP: Are sports a big part of your life? Using the TSIS reading as a starting point, consider the motivations for why or why not. OR Respond to the Angelou reading by answering question 5 on page 488.

CT WP: Respond to the Angelou reading by answering question 1, 2, 3, or 4 on page 488.

Monday 4/8:

Due: **Annotated Bibliography assignment**

Agenda: **Annotated Bib conferences.**

Homework: Read "Strategies for Writing an Introduction" and "Strategies for Writing a Conclusion" by Kapcala, pages 14-19 in *JAC*.

Wednesday 4/10:

Due: Read pages 14-19 in *JAC*.

Agenda: Putting the pieces together: Structuring a research paper. Work on *JAC* 20-21 in class.

Homework: Read "Why Does it Matter Who Wins the Big Game?" (The introduction to chapter 17) on pages 481-483 and "Champion of the World" by Maya Angelou on pages 484-488 in *TSIS*.

Friday 4/12:

Due: Read pages 481-488 in *TSIS*. WP due.

Agenda: Discussion of *TSIS* reading.

Homework: Read "As He Himself Puts It," pages 42-51 in *TSIS*.

Week 13

PD WP: How do you summarize and paraphrase ideas in your daily life? Do you ever quote other people in casual conversation? Try to relate specific examples to the ways you incorporate similar ideas in your writing.

CT WP: Why do you think learning about established methods of writing research papers is important? What if there were no guidelines?

Monday 4/15:

Due: Read "As He Himself Puts It" in *TSIS*.

Agenda: Ways to incorporate research. (guide in *JAC* on pages 70-74, Burger method on pages 148-9)

Homework: Read "So What? Who Cares?" pages 92-101 in *TSIS*.

Wednesday 4/17:

Due: Read “So What? Who Cares?” in *TSIS*.

Agenda: Discussion of *TSIS* reading. Ways to formulate arguments (Toulmin Model and fallacies recap). Pulling it all together. Review of Research Paper assignment. WP due.

Homework: Read “As a Result,” pages 105-120 in *TSIS*. Finish your Research Paper.

Friday 4/19:

Due: Research Paper full-length draft.

Agenda: Peer review. (Guide on pages 24-26 in *JAC*)

Homework: Your Research Paper.

Week 14

PD WP: How has your appreciation for scholarly writing developed over this semester? Please tell me a story about a world without logical argument or reliable research. What would happen? Be creative.

CT WP: How do argument and research apply to your specific academic interests (i.e. your major or hopeful future career)? Please tell me a story about your future as a master rhetorician and researcher in your field of choice. Be creative.

Monday 4/22:

Due: Research Paper

Agenda: Research Paper conferences.

Homework: Read Final Memo assignment sheet on eCampus.

Wednesday 4/24:

Due: Read Final Memo assignment sheet on eCampus. WP due.

Agenda: Revision strategies (p. 28 *JAC*) and Final Memo overview.

Homework: Work on revisions and your Final Memo.

Friday 4/26:

Agenda: Optional Conferences.

Week 15

No Writing Prompts

Monday 4/29: Computer Lab

Due: Specific revision questions you came across while working over the weekend. Bring electronic copies of all of your work to class in the lab.

Agenda: Final review of argument and research. MLA workshop day.

Homework: Work on revisions and your Final Memo.

Wednesday 5/1:

Due: None.

Agenda: Final notes on Portfolio expectations, etc.

Homework: Finish your Final Portfolio and have it professionally bound.

Friday 5/3: (Last day of class) Final Portfolio due.

Monday 5/6-Saturday 5/11: Final Exams Period

Portfolios will be available for pickup in my office in Colson on Thursday, 5/9 between 12:00 and 3:00pm.