

English 102 - Composition and Rhetoric 2: Spring Semester 2014
Section 21: CRN 14649. MWF 11:30-12:20, Armstrong 407

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Office Hours:
MWFs 12:30-1:20
and by appointment.

Note on classroom: Since I can do little to promote digital literacy with limited technology in Armstrong, we will also frequently hold class in the library to take advantage of their resources. Advance notice both in class and through e-mail will be given whenever we hold classes there. Prepare to be nomads—class location will change frequently!

Course Goals: Welcome to English 102, a learning community designed to help you write arguments. In this course, you will learn to demonstrate critical reading, thinking, researching, and writing, skills crucial to any academic discipline. Because academic writing often builds upon ideas from the work of others, this class will focus on writing that integrates and responds to sources we read. While English 102 does not focus on how to write for a particular discipline, it can help you learn some of the most common strategies needed for producing effective writing. One key skill I will teach will be informal logic, which will provide a framework for not only analyzing arguments but making your own. In addition, this course will give you the tools necessary to properly analyze the different discourses you may encounter while completing your degree. For a more specific list of departmental goals for English 102, see page x in *Joining Academic Conversations*.

Course Description:

English 102: Composition and Rhetoric 2 focuses on writing, reading, and thinking processes and also includes rhetorical study of language and writing. You gain practice in composing and revising your own essays of various kinds. You engage in informal writing, formal writing, peer critique, revision processes, active reading, and group work as means to becoming a successful writer and thinker.

This is not a course about grammar, the sentence, or unified paragraphs in any isolated sense. Although we will seek to develop these skills periodically, it will be revisited while students seek to continually improve the written products they produce through revision. The final product will be the portfolio, a culmination of all revised work throughout the semester.

As adult learners, you can expect me to treat you with respect. In return, I require regular class attendance along with civil discussion and participation. While I hope these discussions will be both fun and enlightening, we engage in them for the process of

learning together. Therefore, as scholars in the process of learning together, please always respect the ideas of others. Disagreement is essential, but the key is to do so in a positive, civil manner.

Texts:

1. English 102 Faculty. *Joining Academic Conversations (JAC)*, 7th ed. Plymouth, MI: Hayden-McNeil, 2015. Print.
2. Lunsford, Andrea. *Easy Writer (EW)*. 5th ed, WVU ed. Boston: Bedford, 2014.
3. *The Allyn & Bacon Guide to Writing: Concise Edition*. 6th Ed. Eds. John Ramage, John Bean, and June Johnson. Boston: Pearson, 2012.
4. Additional readings available through eCampus. You **MUST** have these readings in front of you in some manner when we discuss them in class, whether you print them or pull them up on a laptop or tablet. Otherwise, you may lose participation points.

Materials: All major essays will be submitted electronically through eCampus in Microsoft Word format. If you do not have Microsoft Office, you can download it for free as part of your WVU tuition at the following link:

<http://it.wvu.edu/services/office365>

The username upon signing into the final program will be your MyID: except instead of putting @Mix.wvu.edu you will put @mail.wvu.edu.

Also, I require loose notebook paper (8 1/2 by 11") or composition books for in-class writing assignments, and, most importantly, back up your work either via flash drives or Dropbox. A binder for keeping up with your eCampus readings is strongly recommended. I ask for printed copies of informal homework assignments, as I no longer accept homework assignments by e-mail.

Course Requirements

Grading: The final grade will be based on the following: Students will write four major essays and these will be worth 70% of the grade. These assignments will initially be returned with only comments to guide revision without a grade. Students will be required to not only revise all of the major assignments but also reflect on the skills they have learned and apply the said skills to the revisions they have undertaken. See *Joining Academic Conversations* page xvii, for more information on the portfolio system.

In addition, 20% of the final grade will consist of required informal assignments, including focused logs, process requirements for each major essay, group work, responses to readings, and other activities. Students will receive a check plus, check, check minus grade on these low-stakes assignments designed to help build your ideas going into major essays.

10% of the final grade will be participation. See the criteria on page xvi of *Joining Academic Conversations* for participation criteria.

Below are the major essays in this course. Before these papers are due, I will hold individual conferences with students rather than holding a full class. In addition, the day before essays are due, students must bring in a draft for peer review. Failure to do so will result in a severe loss of class participation points.

Major Assignments

1. Evaluation/Strong Response: due February 2, 11:30 AM.
2. Annotated Bibliography: due February 20, 11:30 AM.
3. Midterm Portfolio: due Saturday, February 28, 5 PM
4. Dialectical/Exploratory Essay: due April 1, 11:30 AM.
5. Classical Argument—final for now due Saturday, April 18, 5 PM.
6. Final portfolios: Due May 1, 5 PM.

This course is graded A (Superior), B (strong), C (satisfactory), D (weak), F (unacceptable). In order to receive a passing grade (A+ to D-), you must complete all major essay assignments, attend class regularly, and have drafts ready for peer review. Students will receive a grade report at midterm and after finals. Below is the grading scale:

- A: 90%-100%
- B: 80%-90%
- C: 70%-80%
- D: 60%-70%
- F: Below 60%

Policies:

Academic Dishonesty: Plagiarism is defined in the University Student Conduct Code, Policy Bulletin 31, which is online at <http://studentlife.wvu.edu/studentconductcode.html>.

From my definition, plagiarism not only includes borrowing others' work as your own whether in the form of buying a paper or copying words from another but also the act of using a near complete essay from another class. Different degrees of plagiarism exist in severity; some come with overt cheating like ripping wholesale sections from another source without attributing them, using your fraternity brother's paper, or buying a paper online; others come with inexperience or carelessness. The more serious cases can result in an unforgivable F for the course, meaning it will always affect GPA. Plagiarism will be clearly explained throughout the course, so if you ever have any questions, please see me. The argument of ignorance is not an excuse; it's a fallacy!

Attendance: Regular attendance is required. Because the formal essays that you complete in the course depend on your in-class writing, collaboration with classmates, peer feedback, and discussion, **if you miss more than three classes, your grade will be affected in that your final grade may be lowered by up to one letter grade for any further absences. Missing six or more classes will result in automatic**

failure of the course. Excused absences due to illness still count as missed classes; however, if you provide documentation for illnesses or university events, you may submit a written request for a special arrangement (See pg. xii in *Joining Academic Conversations*). Most important, if you have to miss class, please email me and keep me up to date on your situation. You are responsible for what you missed and are expected to return to class prepared and with work completed. I will post all assignments due for the next class meeting on our eCampus page.

Also, if you do not show up to Peer Review with a draft, I reserve the right to dismiss you and count you absent.

Formatting Formal Essays: All papers must be produced on a word processor and follow MLA format; specifically, essays must have a works cited page, one inch margins on all sides, and be double-spaced (that's 2.0 spacing, not 2.5) in 12 point Times New Roman font. Any essay that does not comply with these formatting guidelines will be returned to its author for correction and be counted against participation. Because a variety of computers are available across campus, I am reluctant to accept "computer excuses"; please become familiar with campus computer centers and keep copies of all your work for English 102 on a specific flash drive or on a Cloud (Dropbox, etc.)

Homework Assignments: I will collect homework assignments one of two ways. One will be to check for reading of our course materials. The others are to be done out of class and will be collected the next class period. Unless otherwise noted, please bring a hard copy to me by the next class if you miss an assignment. **I will not accept e-mailed homework assignments this semester.** Nor will I accept make-up assignments later in the semester. If you miss a class, it's your responsibility to make sure we did not do a homework assignment in class that day.

Late Essays: The purpose of feedback under the portfolio system is allowing you to revise to become a better writer. Thus, when a final for now draft is due, it is due at that time. After the deadline, you will receive a late penalty. **Unless I give special permission, I will not accept late essays 24 hours after the original deadline.**

Revising: I strongly recommend conferencing with me with a draft before a final for now essay is due. In addition to me, other resources are at your disposal for improving writing, including other classmates' feedback on drafts and the peer tutors available in the Eberly Writing Studio (see below). My comments on student essays should be used as a dialogue for potential improvement. Once an essay is turned in, you must revise that same essay. You cannot write a new Evaluation/Strong Response Essay after the first one has already been graded, for example. You should also know that writing a bad essay or an essay that does not meet assignment guidelines the first time and then pulling off outstanding revisions doesn't entitle you to a great grade. Revision is a significant factor in the final evaluation of the writing, but it isn't the only one; the overall quality of the writing and research process as a whole is also a significant factor in evaluating student work.

Social Justice Statement: In our readings, class discussions, and writings throughout this semester, we will examine ideas from and about diverse perspectives, and this examination will remind us how integral and how important language and communication is to us, as humans. At this university, students and faculty are afforded an academic environment that allows for a broad range of intellectual expression, in speech and in writing. Challenging issues and ideas may arise in our conversations and readings, including ideas that you may find personally offensive or difficult to address, but education is about challenge, growth, and self-reflection. We will need to remember that one of the major goals of a university's environment is to push each of us to think about what we know and believe, and to examine that knowledge and those beliefs in relation to what other people know and believe. However, we need to be conscious of and accept responsibility for what we say and do, and how our words and actions have consequences that may affect others. **As part of this awareness we will avoid sexist, racist, and heterosexist language in our discussions and writing.** Anyone may express his or her opinion openly as long as the expression is civil, mature, and does not intend, in any way, to harm any other person or group in the classroom.

Students with Disabilities: 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 inform me. Also, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is 304-293-6700, and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Tardy Policy: Class begins at the time listed in the time schedule. **If you are over five minutes late), you will be counted as tardy for the day. If you are more than ten minutes late, you will be counted absent. Three tardies will result in an absence.**

Technology Policy: I permit and encourage laptops and tablets in our classroom. Silence your phones and put them away in class. If I see phones distracting me when teaching, I reserve the right to ask you to leave the classroom and also dock participation points. If you feel the overwhelming need to text, please take another section of English 102; texting is disrespectful not only to the instructor but also students who want to learn.

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.

Writing Studio: The WVU Writing Studio is a resource that can support you in all aspects of the writing process. It is located in G02 Colson Hall. For more information

about the Writing Studio refer to page xix in *JAC*.

Finally, I look forward to working with everyone this semester. Everyone is responsible for adhering to the policies described in the syllabus. If you have any questions regarding these policies, please don't hesitate to raise them during class, during my office hours, or via email. Thank you. I sincerely look forward to working and learning from you this semester, and together, I hope we will all become better writers.

Schedule of Work

**Subject to change according to progress.

MONDAY	WEDNESDAY	FRIDAY
<p>Jan 12</p> <p>Unit 1: Writing to Evaluate (Keep up with the appropriate chapter in the text: <i>Joining Academic Conversations</i>)</p> <p>Class Activities: Syllabus Course Policies Icebreakers</p> <p>Class Activities: Introduction & Syllabus Course Policies Icebreakers</p> <p>Homework:</p> <p>--Read <i>Logic, Chapter One</i> (eCampus—under Logic readings!)</p> <p>--Submit Letter of Introduction to the course: turn in Wednesday</p>	<p>Jan 14</p> <p>Due: --Letter of Intro --Show evidence of reading: bring the eCampus texts to class!!!</p> <p>Class Activities: Lecture: Deductive & Inductive Reasoning, the Scientific Method & Writing, Expository vs. Argumentative Writing, rhetorical concepts review.</p> <p>Activities: Playing “The Believing and Doubting Game”, logic exercises from <i>Logic, Chapter One</i></p> <p>Homework: HW: Read: Eugene August, “Real Men Don’t: Anti-Male Bias” (eCampus!)</p>	<p>Jan 16 (Last Day to Add/Drop with no grade)</p> <p>Due: Reading</p> <p>Class Activities: Discussion: August article</p> <p>Homework for next Wednesday: Read: Deborah Tannen: “There are no Unmarked Women” (eCampus!)1</p>
<p>Jan 19</p> <p>UNIVERSITY CLOSED – Martin Luther King Jr. Day</p>	<p>Jan 21</p> <p>Due: Reading</p> <p>Class Activities: Discussion: Tannen article</p> <p>Homework for Friday:</p> <p>Read: Allyn-Bacon Guide to Writing, Ch. 2: “Thinking Rhetorically about your Subject</p>	<p>Jan 23</p> <p>Due: Reading</p> <p>Class Activities: Lecture: Paper #1 Lecture: Writing Thesis Statements</p> <p>Homework for Monday: Read: 2 Sample Essays from Yeager’s Past Write: The introduction with the thesis,</p>

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	<p>Matter” (24-49)</p> <p>Read: Summary/Strong Response section of Allyn-Bacon (Pp. 98-109)</p>	<p>and a neutral summary following it, for the stance you take on Paper 1.</p>
<p>Jan 26</p> <p>Due: Reading</p> <p>Class Activities: Introduction and Thesis-Building In-Class Workshop, Paper 1.</p> <p>Lecture: Burger Paragraphs & Topic Sentences for the rest of the draft</p> <p>Homework: Write: Continue working on Paper 1</p> <p>--Bring draft of Paper 1 to my office, Colson G3, for individual conferences either Wednesday or Thursday.</p>	<p>Jan 28</p> <p>Class Activities: NO CLASS TODAY: Individual Meetings in my Office, Colson G3.</p> <p>Homework: --Bring a complete draft of Paper 1 to class Friday for a Peer Review</p>	<p>Jan 30</p> <p>Due: Peer Review Draft</p> <p>Class Activities: --Peer Review --Short Grammar Lecture: Introducing Quotes, Comma Splices & Run-Ons</p> <p>Homework: Submit Final for Now Copy of Paper 1 to eCampus by class time on Monday, February 2nd.</p> <p>Read:”Good Writers Address Problems Rather than Topics” in <i>Allyn-Bacon</i> (Pgs. 10-13)</p>
<p>Feb 2</p> <p>UNIT 2: WRITING TO CONDUCT RESEARCH (Joining Academic Conversations.)</p> <p>Due: --Paper 1 by class time --Reading</p> <p>Class Activities: Topic Brainstorming: Research Project</p> <p>Homework: --Begin thinking about a controversial issue that has at least two distinctive sides, a topic that you could research to better educate yourself.</p> <p>--Meet in Library the next three class periods!</p>	<p>Feb 4</p> <p>Meet: Library TBD</p> <p>Class Activities: Lecture: Using the Library databases, either given by me or a librarian.</p> <p>Homework: --Propose a topic you’re interested in pursuing over the next 3 papers. State your personal stake: what do you initially believe about this topic? How could a process of research help you learn about it? How much research is out there? Turn this page long discussion of the beginning of your research process in on Tuesday.</p> <p>--Also, begin looking up sources for your topic.</p>	<p>Feb 6</p> <p>Meet: Library TBD</p> <p>Due: --Topic Proposal, hard copy</p> <p>Class Activities: --Lecture: The Annotated Bibliography --Lecture: Leftover Databases/Places to Look that we did not cover on Wednesday.</p> <p>Homework: --Gather sources! I will either approve or deny your proposed topic by Monday, so be prepared to adjust your focus if I suggest tweaking.. If you want instant feedback on your proposal, ask me during my office hours today.</p> <p>Read: Allyn-Bacon Ch. 13, “Using Sources” (Pgs. 334-344)</p>

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<p>Feb 9</p> <p>Meet: Library TBD</p> <p>Class Activities: --Hand back Topic Proposals --Book Source Gathering: you must leave class with at least one book!</p> <p>Homework: --Keep gathering sources! --Bring <i>Easy Writer</i> to class both of the next two days.</p>	<p>Feb 11</p> <p>Class Activities: --Citation Practice!</p>	<p>Feb 13</p> <p>Class Activities: --More citation practice -</p> <p>Homework: --Bring a draft of your bibliography to my office for one on one conferencing on Monday or my office hours on Wednesday. --Bring a complete draft of your bibliography to class next Wednesday for a Peer Review.</p>
<p>Feb 16</p> <p>Class Activities: --NO CLASS: Individual Conferences in my office, Colson G3.</p> <p>Homework: --Bring a complete draft of your bibliography to Peer Review on Wednesday.</p>	<p>Feb 18</p> <p>Due: --Complete Peer Review Draft of Annotated Bibliography</p> <p>Class Activities: --Peer Review: Annotated Bibliography</p> <p>Homework: --Complete a draft of the annotated bibliography by class time on Friday.</p>	<p>Feb 20: Writing to Reflect (<i>Joining Academic Conversations</i>)</p> <p>Meet: Library TBD</p> <p>Due by Class Time: Annotated Bibliography (Submit on eCampus):</p> <p>Class Activities: Bring: Easy Writer text Lecture: Midterm Portfolio Revision Packet & Revision Exercises</p> <p>Homework: --Begin revising!</p>
<p>Feb 23</p> <p>Meet: Library TBD</p> <p>Class Activities: More Midterm Review Material, Grammar Review, Anything that Needs Fine-Tuning</p> <p>Homework: Read: --<i>Logic, Chapter 4 (eCampus)</i> --Please print slides of the Logical Fallacies lecture, or have the slide show on a tablet or computer (eCampus)</p>	<p>Feb 25</p> <p>Meet: Library TBD</p> <p>Due: Reading</p> <p>Class Activities: --Lecture: Logical Fallacies</p> <p>Homework: --Complete a revision of your portfolio. --Identify the Fallacies in <i>Logic, Chapter 4</i>, exercises 1-15, pgs. 135-39.</p>	<p>Feb 27 (Mid-Term)</p> <p>Due: --Logic Exercises 1-15</p> <p>Class Activities: --Go over Logic Exercises --Personal Logical Fallacies</p> <p>Homework: --Submit Midterm Portfolio by 5 PM by Saturday, February 28 on eCampus.</p>
<p>Mar 2</p> <p>Class Activities: Sample Logic Quiz in Groups!</p> <p>Homework: --Study for the quiz!</p>	<p>Mar 4</p> <p>Class Activities: --Logical Fallacies Quiz</p>	<p>Mar 6</p> <p>Class Activities: --Discussion of Midterm Grades and Assessment --Hand Back Midterms --Midterm Assessment of Me</p>

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		Homework: Read: The Scandalous Research Paper (eCampus!)
<p>Mar 9</p> <p>Unit 3: Writing to Test Ideas (Joining Academic Conversations)</p> <p>Due: Reading</p> <p>Class Activities: “The Scandalous Research Paper” discussion</p> <p>Homework: Read: “Writing an Exploratory Essay” in <i>Allyn-Bacon</i>, Pgs. 128-138.</p>	<p>Mar 11</p> <p>Due: Reading</p> <p>Class Activities: Lecture: Exploratory Essay, Hegelian Dialectic</p> <p>Homework: Read: Sample Exploratory Essays (eCampus!) Write: Before Friday, find a minimum 3 new sources that were not part of your original annotated bibliography based on suggestions I gave for improved research. Annotate them, and print them out to give to me in class.</p>	<p>Mar 13</p> <p>Due: Reading</p> <p>Class Activities: Sample Essay Discussion</p> <p>Homework: Write: complete the introduction to the exploratory essay for in-class introduction writing workshop on Monday. It might not hurt to start getting more than this done as well.</p>
<p>Mar 16</p> <p>Due: Exploratory Essay Intro</p> <p>Class Activities: Exploratory Essay Intro Workshop</p> <p>Homework: Keep working on essay.</p>	<p>Mar 18</p> <p>Meet: Library TBD</p> <p>Class Activities: Short Lecture: Integrating Quotes Short Lecture: Transitions In-Class Work Time for Rest of Class Period</p> <p>Homework: Complete a draft of your paper for Peer Review on Friday.</p>	<p>Mar 20 (Last Day to Drop with “W”)</p> <p>Class Activities: Peer Review</p> <p>Homework: Revise your paper according to the first round of feedback from Peer Review. I will hold one on one meetings the Monday after break for one more round of feedback before turning in the essay.</p>
Mar 23 – Spring Break	Mar 25 – Spring Break	Mar 27 – Spring Break
<p>Mar 30</p> <p>Class Activities: No Class: Individual Conferences for Paper 3</p> <p>Homework: --Turn in Paper by class time on Wednesday. --Read: Allyn-Bacon Ch. 9, “Writing a Classical Argument” (Pgs. 206-232)</p>	<p>Apr 1</p> <p>Unit 4: Writing to Persuade (Joining Academic Conversations)</p> <p>Due: Reading Paper 3 by class time</p> <p>Class Activities: Lecture: Classical Argument Format</p> <p>Homework: Read: Sample Classical Argument Papers for next Monday’s class.</p>	<p>Apr 3</p> <p>UNIVERSITY CLOSED – Good Friday</p>
<p>Apr 6</p> <p>Due: Sample Essays</p>	<p>Apr 8</p> <p>Due:</p>	<p>Apr 10</p> <p>Due:</p>

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<p>Class Activities: Sample Essay Reading & Discussion</p> <p>Homework: Write: your introduction with the thesis put in bold letters, and the neutral summary section right after it. E-mail this to me by tomorrow evening (11 PM) so that I can put a list together for an in-class thesis statement workshop.</p>	<p>The introduction with thesis by 11 PM the night before this class.</p> <p>Class Activities: In-Class Thesis Workshop, led by me.</p> <p>Homework: Revise the intro based on the feedback you got in class today, and bring it with you on Friday for an in-class intro workshop.</p>	<p>Revised intro</p> <p>Class Activities: In-Class Intro & Summary Polishing Workshop</p> <p>Homework: Continue writing the paper.</p>
<p>Apr 13</p> <p>Class Activities: Tree Diagramming Strategies, Paper 4.</p> <p>Homework: Complete a final draft of Paper 4 by Friday. On Wednesday, I will hold conferences for it.</p>	<p>Apr 15</p> <p>Class Activities: No CLASS: Individual Conferences in Colson G3 for Paper 4</p> <p>Homework: Complete a draft of Paper 4 for Peer Review on Friday.</p>	<p>Apr 17</p> <p>Class Activities: Peer Review, Paper 4.</p> <p>Homework: --Submit Final for Now draft of Paper 4 by tomorrow, April 18, by 5 PM on eCampus. --Begin revising your first three papers.</p>
<p>Apr 20</p> <p>Class Activities: Lecture: Final Portfolio Lecture: Final Portfolio Grading Criteria</p> <p>Homework: We will spend the next two days doing revisions in the library. Begin working on revisions and bring your work with you there.</p>	<p>Apr 22</p> <p>Meet: Library TBD</p> <p>Class Activities: Revision Exercises SEIS</p> <p>Homework: Keep revising!</p>	<p>Apr 24</p> <p>Class Activities: Revision Exercises</p> <p>Homework: Keep revising!</p>
<p>Apr 27</p> <p>Class Activities: NO CLASS: Final Portfolio Conferences in my office, Colson G3.</p>	<p>Apr 29 (Apr 30 - Last Day to Withdraw from All Classes)</p> <p>Class Activities: NO CLASS: Final Portfolio Conferences in my office, Colson G3.</p> <p>Homework: Complete your Final Portfolio by 5 PM on May 1.</p>	<p>May 1</p> <p>Class Activities: Final Portfolios due by 5 PM today on eCampus!</p>

Final Portfolios Will Be Returned Electronically via eCampus