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## English 102: Composition and Rhetoric II

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Fall 2012

Section: 044 CRN: 80425

Location: Armstrong 123

Time: 2:30-3:20 MWF

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(for messages only)

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### Overview

Welcome to English 102.

Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in *every* field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics. English 102 builds on these writing abilities and then expands them 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. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

**Objectives:** English 102 is intended to provide the student with continued opportunities to master written communication skills through critical thinking, reading, and writing. This class will fulfill that need while exploring a special topic: **popular and personal culture**. This course intends that the student develop analytical skills of argument while applying those skills to common cultural currency such as literature, film, television, music, and the Internet. Despite this specialization, the learning outcomes adhere to those listed in [Joining Academic Conversations](#).

### Why Personal and Popular Culture?

According to Allison D. Smith, et al, “Pop culture is your culture. It is what you watch, read, listen to, take part in, and enjoy each and every day of your life. You are an expert when it comes to your own pop culture; you know what appeals to you and what does not, and you know why. Because critical thinking and writing both rely on the writer’s interest in and knowledge about the topic, pop culture is a surprisingly interesting and uncomplicated way to begin the journey of thinking, reading, and writing critically.” Your interests will direct this course and allow you to produce papers that you feel invested in. Please capitalize on this opportunity to make 102 a course in *your* interests.

### **What this means for paper topics**

Because I am asking you to write about your interests, **each of your major assignments will contain a section in which you explain your motivations for choosing your topic.** The good news: You can (and should) spend this semester working on topics you feel passionately about. English 102 welcomes obsession. The bad news (for some): These guidelines mean that you should not produce predictable run-of-the-mill papers. Topics such as legalizing marijuana, the drinking age, Title IX, and abortion are forbidden. **Papers that do not adhere to the theme of this course will not be accepted.**

### **Student Responsibilities**

As you are an educated adult, I have certain expectations for you within the classroom. These expectations are not meant to be punitive in any way, but are meant to help you to do your best work in this course.

- Prior to class, review your syllabus to see if you will need your JAC or other materials
- Bring your syllabus to every class
- Arrive on time
- Be prepared for class: bring needed materials, completed homework, etc
- Keep track of assignments and essential papers
- Follow instructions for papers and for group work; ask questions when needed
- Turn work in on time
- Contribute respectfully and intelligently to classroom discussions
- Show care and enthusiasm in the peer review and revision process – it will help your peers and yourself
- Check your email frequently for messages regarding class; compose emails regarding class in standard format
- Refrain from the use of your cell phone
- Keep track of your attendance; notify the instructor if you will be late or absent
- Exchange emails with someone in the class; email them (and the instructor) if you miss class to find out what material was covered
- Uphold WVU's commitment to social justice

### **Instructor Obligations**

I do not take your work as a student lightly and I am committed to your success in my classroom. In order to help you succeed, I will do the following:

- Adhere to the rules and schedule outlined in this syllabus
- Hold regular office hours and meet with you by appointment when necessary
- Answer your emails in a timely manner
- Re-teach any aspect of an assignment that confuses you
- Look at as many of your drafts or revisions as you would like me to
- Provide prompts explaining, in detail, my expectations for each assignment
- Provide rubrics for each assignment so you may self-evaluate before turning in your work
- Return your work in a timely manner
- Go over graded work with you during office hours
- Provide you with a record of attendance when asked

- Provide a midterm evaluation of your progress in the course

### **Course Goals/Outcomes**

As you begin to read *Joining Academic Conversations*, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101, a prerequisite, while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas
- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

### **Policies and Procedures**

This classroom upholds WVU's commitment to social justice, and discrimination of any kind will not be tolerated. Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. Please note that the inside front cover of this text also provides you with a quick reference to some of the resources you may rely upon during the course. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have.

- **Cell phone policy**

Turn off your cell phone upon entering the classroom. If there is an emergency situation for which you need to have your cell phone on (family member in the hospital, for example) you can inform me before class. If you choose to use your cell phone during class time for texting, game play, etc, you will lose participation points. If this becomes a consistent problem, you will be asked to leave class and receive an absence.

- **E-Readers and Electronic Devices**

As the majority of our readings will be made available online, I do permit the use of Nooks or Kindles in the classroom. However, if you choose to use a Nook or Kindle, you must sit in the first two rows of the classroom, and you must be responsible for keeping up with the pace of the reading and classroom discussion (i.e. be familiar and comfortable with the technology you have chosen). I do not permit the use of tablets or laptops. If the use of electronic devices becomes distracting or disruptive, I reserve the right to ask you to return to printing from Ecampus.

- **Email:** This is a writing class. Improperly formatted emails are not allowed. In every email you must have an opening remark (Dear so and so,), the body of the email, a closing remark (sincerely, etc), and your full name written at the bottom. In addition, emails should be properly formatted – using proper sentence structure, capitalization, and the absence of text/IM language (like “u” for “you”). If you do not follow proper email format than you forfeit the opportunity of receiving a response from me. In the first few weeks of class, it is also helpful if you mention what class you are attending.
- **Professionalism and Community:** Entering college is very much like embarking on a career. Secondary education (high school) is compulsory, whereas college is elective. Much like any other chosen career, you come to university to advance yourself. In order to do so,

you must maintain a high level of professionalism in your courses. In order to do this, you should arrive on time, address your peers and instructor (in both written and verbal communication) with respect, and be prepared to participate. I will do my utmost to create a classroom that promotes respect and community, but it is something largely in your hands.

- **Late Work Policy:** Late work will not be accepted. Your work must be organized, collected, and ready to turn in at the beginning of the class period in which it is due. There are no exceptions to this rule. Please make sure that you have ink in your printer and that your printer is functioning prior to the day that a paper or assignment is due. Remember to save and back up your work often. Outside of emergencies, I do not and will not give extensions on work that is due. **You cannot turn in a paper in the final portfolio which you did not turn in for the midterm portfolio.**

- **Ecampus**

For this class, we will rely heavily on Ecampus. You will be expected to print and bring copies of assignments to class.

**Creating a Respectful Environment:** In English 102 we may discuss sensitive issues. You must always treat your fellow writers with respect during class discussion and during peer review. Personal expression and an ability to properly engage in argumentation are key to this class, and our work is best achieved in a safe and respectful environment.

**Attendance:** Because this is a participation based rather than a lecture class, attendance is mandatory and rarely open to negotiation. You can miss 3 classes without penalty. Missing 4 classes will drop your final grade a full letter. Missing 5 classes drops your final grade two full letters. Missing 6 classes means that you will fail the course.

If you have a contagious illness, a severe injury, or a critical personal problem, you must, of course, take care of yourself. If you do need to miss a class, please notify me within twenty four hours, and you must arrange to make up your work in a timely fashion. I will provide you with detailed instructions regarding how you can make up the work you have missed. If illness or personal injury requires you to miss multiple class periods, I will probably advise you to drop the course and take it in another semester when you can be present and do your best work.

**Excessive lateness:** I take attendance every day. If you are more than five minutes late six times, those marks for lateness will count as one absence (twelve marks will translate into two absences and so on). Likewise, if you are excessively late (twenty minutes or more) this may also count as an absence. If some unusual circumstance makes you late a on given day, please see me after class.

**Participation:** Participation points are not given to you because you signed the attendance sheet. Participation is based on your work in group, during writing activities, or during discussion.

**Special Needs:** If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU's Disability Services is a support system designed to assist you make the most of your educational experience. I will work with those in this resource and you.

**Office of Student Life:** This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is 293-5611.

### **Required Texts and materials**

Joining Academic Conversations. 6th edition. ISBN: 9780738045641

A manila envelope or folder to serve as a portfolio – **no binders!**

Helpful Resource: The Online Writing Lab at Purdue: <http://owl.english.purdue.edu/>

### **Office Hours**

I will be in my office from 12-1:30 on Monday and Tuesday of each week. Please feel free to stop by at this time, or make an appointment to talk with me about any questions or comments you have about your progress in this course.

### **Standard of Work**

Your evaluation in this course is based primarily on several major papers, which we will discuss in detail as each is assigned. **Failure to complete any of these papers will result in failure of the course.** You will also be responsible for small writing assignments, activities, and peer review. As this is a college course, you are expected to be comfortable with the mechanics of writing. Your Easy Writer text can act as a guide in this area. The Writing Center is another resource that is available to you – to help you to brush up on your understanding of the skills needed for this course, but also to support you in all aspects of writing, for this class and others. Also, please consider me among your resources – I will look over your work *as often as you want me to*.

### **Plagiarism**

In the world that you have entered, the world of academia, plagiarism and cheating are “dark and bloody crimes.” Clear cases of either will lead to failure of this course. (Kappel, Gary. “Syllabus for 306”).

**English 102's Portfolio Approach:** Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in second year composition.

On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing. You will also see Portfolio deadlines. You will submit a portfolio of your work twice for evaluation: once at mid-semester and once at the end of the course.

**English 102 Assignment Overview:** The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry.

You will be provided with a detailed assignment sheet for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here is an overview:

### **Midterm Portfolio (35%)**

- **Textual Analysis:** Write an essay in which you evaluate the success of an argument in a pop culture editorial. For this paper, you will use the rhetorical triangle to evaluate the success of an argument and to explain how the argument could be improved. (2-3 pages)
- **Visual Analysis:** Select an image, advertisement, artwork, or icon that interests you. Identify the argument made by the image, a counterargument that could be made to it, and the ways in which visual elements support the argument. (2-3 pages)
- **Midterm Reflection:** Assess yourself as a writer, reader, and thinker. For this assignment, you will consider course goals, assignments, activities, peer review, and conferences as they pertain to your writing goals and progress. (2 pages single spaced) While you will receive revision opportunities prior to midterm, the textual analysis, context analysis, and reflection assignments will be due for a **final grade** in the midterm portfolio and cannot be revised for the final portfolio.

### **Final Portfolio (35%)**

- **Audience Analysis:** Choose two compatible television programs, comic books, etc. of your choice. Watching/ reading an episode of both, write an essay that explains how each program or book targets its audience. (2-3 pages)
- **Research Proposal:** (2-3 pages double spaced) This document will state what topic you want to work on for your final project, what research you have done or intend to do, and let me know what help I can give you in completing your project. You must submit and have a proposal approved before you can begin the final paper.
- **Final Argumentative Paper:** Choosing a pop culture topic of your choice, develop a well-supported and well-researched argument. (5-7 pages)
- **Final Reflection:** (2 pages single spaced) This work will act as a guide to your final portfolio, focusing on your best work, your revision, and your growth as a writer, reader, and thinker.

**Informal Writing (15%).** Informal writing might include reading responses, short analyses, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about 8-10 such informal writing assignments for a total of 20 pages. You will receive a midterm informal writing grade and a final semester grade. These grades are “frozen” and based upon short writes that can not be revised. Please see *Informal Writing Grade Descriptors* for more information.

**Participation (15%).** Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe

your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

**English 102 Evaluation Criteria and Grade Descriptions:** Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

- |   |     |
|---|-----|
| ▪ Portfolio Writing: revised, written work from major assignments | 70% |
| ▪ Short Writing Assignments and Homework                          | 15% |
| ▪ Participation   | 15% |

**Grade Descriptors for English 102** I will follow the descriptors provided in JAC on pages xvi-xvii. These criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio. If papers do not follow the specified requirements, I reserve the right to return the paper with a grade of NG (not graded) until further revisions have been made.

A: 93-100

A-: 90-92

B: 89-84

B-: 80-83

C: 70-79

D: 69-63

F: 0-62

Please note: It is against department policy for me to email you regarding your grade. If you have concerns regarding your grade, please make an appointment to speak with me.

### **Helpful Hints/ Reminders**

**1.** Your words – written and spoken – say a great deal about you. Please keep in mind that you may be asked to read written work aloud, and that your major paper assignments will be evaluated both by your peers and your instructor. Discriminatory language of any kind will not be tolerated, and topics should be appropriate for the university setting. Learning to present yourself in an educated, professional manner now will benefit you in future courses and in your career.

**2.** Email is a great tool, but don't abuse it. Electronic communication in this class should adhere to standard formal English. Suggestions for emailing: \* Check your syllabus first to see if your question is answered there \* If you need to send work by email, **paste it directly in the body of the message**, as attachments can contain viruses. \* leave enough time for me to answer your

emails. Sending additional emails to ask, “did you get my email,” is only recommended *after* 24 hours have passed.

3. Pop quizzes do occur to establish that you have done the reading. There are no make-up quizzes.

4. . If you are asked to leave class for any reason, you will be counted absent for that class.

5. Papers should be written in a standard form: font 12, Times New Roman, standard margins, etc. Do not use elaborate headers, etc. to take up space. Papers failing to meet length requirements (for peer review or final drafts) will not be accepted.

6. This is a discussion based, not lecture based, class. Your input is necessary for the success of the course, and your individual success.

7. I do not *give* grades – you earn them. Keep this in mind. If you have concerns about your grades, please make an appointment to discuss this with me.

8. Do not use AIM or text “speak” in your papers.

9. Staple your papers to prevent loss of work.

10. This is a revision based class. Revision consists of multiple changes within the text over time indicated in highlighter or with notes. Surface/grammatical changes will not be counted as revision.

11. I cannot email grades to you at any time. It is against university policy.

12. Our classroom does and will uphold WVU’s commitment to social justice. Discrimination/abuse of another student is absolutely forbidden and will be punished to the fullest extent. Offensive language of any type (racist, sexist) etc. will not be tolerated under any circumstances.

**By remaining enrolled in this course, you agree to adhere to all the policies set forth in this syllabus, by the university, and by the instructor.**

**This syllabus is a long document with many strict warnings and prohibitions. While I am absolutely serious about the guidelines, they are not meant to scare you or make it possible for me to penalize you at every turn. I have no personal interest in punishing students; I am interested in the concepts we will examine and discover in class. I do, however, realize that I cannot expect you to know how to comport yourself instinctively. Know what you are signing on for. Consider this a teaching document, one that makes plain what you should expect and what I expect of you. If you have questions, come to me in the first week of the course.**



## Schedule of Work

(the schedule is subject to change if the need arises; you will be informed in advance of any such changes)

### Schedule of Work

Please bring your *JAC* to ALL class sessions

#### Week One

**Monday: 8/20:** Introductions, Syllabus Overview and Obsessions

Homework: Short write 1: introduce yourself; print pop culture bio from Ecampus

**Wednesday 8/22: Short write 1 due** Writing a pop culture biography

Homework: Complete short write 2: pop culture biography, read “Cultural Literacy” handout

**Friday 8/24: Short write 2 due**, discussing bios and cultural literacy and the rhetorical triangle with the JAC

#### Week Two

**Monday 8/27:** In class interviews; introduce your classmates; creating interesting sentences and thick description, reading and writing about popular culture strategies

Homework: **Either** write 10 interesting sentences **or** turn in 2 paragraphs of thick description, print the final paper prompt

**Wednesday 8/29:** Discussing the final paper; the rhetorical triangle and zombies

Homework: Short write 3: Zombies and You; print Editorial Analysis prompt

**Friday 8/31:** Discussing the editorial analysis; **short write 3 due**

Homework: Choose an editorial; bring sample editorial to class

#### Week Three

**Monday 9/3: No Class: Labor Day**

**Wednesday 9/5:** Sample editorial in class

Homework: Complete 1 to 1 ½ pages of your draft for peer review

**Friday 9/7: Draft due in class;** peer review

Homework: Complete final for now draft

#### Week Four

**Monday 9/10: No Class: Conferences in Colson 244**

Homework: print second paper prompt

**Wednesday 9/12: No Class**

**Friday 9/14: Editorial analysis due;** assigning the visual analysis, in-class practice

Homework: review sample

### **Week Five**

**Monday 9/17:** Sample visual analysis in class

Homework: 1 to 1 and ½ pages of visual analysis for peer review

**Wednesday 9/19: Draft due for peer review**

**Friday 9/21: No Class: conferences in Colson 244**

Homework: Complete visual analysis

### **Week Six**

**Monday 9/24: Visual analysis due;** short write 4 in class, introduce midterm portfolio and reflection

Homework: Print reflection and checklist

**Wednesday 9/26:** Writing the memo in class; revision strategies with the JAC

Homework: bring papers to class

**Friday 9/28:** In-class revisions and conferences

Homework: complete revisions, print audience analysis prompt

### **Week Seven**

**Monday 10/1: Midterm portfolio due in class;** assigning the audience analysis

Homework: view sample for audience analysis

**Wednesday 10/3:** Audience analysis sample in class

Homework: complete 1 to 1 and ½ pages of draft

**Friday 10/5: (Mid Semester) Draft due;** peer review

### **Week Eight**

**Monday 10/8: No Class; conferences in Colson 244**

Homework: complete audience analysis

**Wednesday 10/10: Audience analysis due;** short write 5: nostalgia

Homework: Print research proposal prompt

**Friday 10/12:** Generating topic ideas and thesis statements with the JAC; **short write 5 due**

Homework: Choose a thesis statement or topic idea and begin brainstorming for your final paper

### **Week Nine**

**Monday 10/15:** The research cycle, developing a research strategy with the JAC

Homework: Review the 102 Lib guide, Summon, and EZborrow

**Wednesday 10/17:** Library day; I will be available for conferences as you work

Homework: Add your research to your research proposal

**Friday 10/19:** Discussing citations; completing the research proposal in class

Homework: complete the research proposal; print sample final paper

### **Week Ten**

**Monday 10/22:** Discussing plagiarism with the JAC; *New York Times* article in groups

Homework: take the plagiarism quiz; write a short response

**Wednesday 10/24: Research proposal due;** sample final paper in class

**Friday 10/26: (last day to drop) No Class: Out of Class work day for the final paper**

Homework: 2 to 2 and ½ pages of your draft for peer review

### **Week Eleven**

**Monday 10/29: draft due for peer review**

**Wednesday 10/31:** Halloween Stake-holder Activity

Homework: Short write 6 on Stake-holder activity

**Friday 11/2: No Class: conferences Colson 244**

### **Week Twelve**

**Monday 11/5: Email peer review**

**Wednesday 11/7: Final paper due**

Homework: print portfolio checklist

**Friday 11/9:** Discussing the final portfolio

### **Week Thirteen**

**Monday 11/12:** Final reflection memo in class

Homework: complete memo, bring portfolio to class

**Wednesday 11/14:** Writing a revision plan in class

**Friday 11/16:** In class revisions

Thanksgiving Break

### **Week Fourteen**

**Monday 11/26:** Placing texts in context; sample author-text-audience analysis

Homework: choose your own text to analyze; bring to class

**Wednesday 11/28:** Text in context in class activity  
Homework: short write discussing your text in context

**Friday 11/30:** Reviewing the goals of English 102 and how they have functioned in each paper, discussing rhetoric beyond 102

**Week Fifteen**

**Monday 12/3:** Peer review of paper of your choice; short write due  
Homework: Short write: letter to an incoming 102 student

**Wednesday 12/5:** In-class revision and presentation of your best work

**Friday 12/7:** Final portfolio due

Portfolios will be available for pick-up; you will be notified by email when portfolios are graded.