

English 102, Spring 2013
Sections 39, 45, 57, 60
Instructor: Natalie Sypolt
Office: Colson 323
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“Sometimes questions are more important than answers.” Nancy Willard, American Poet and Writer

English 102: Composition and Rhetoric, Part 2

Welcome to English 102: Composition and Rhetoric. This course will focus on argument--both dissecting the arguments of others and crafting arguments of your own--as well as on research, critical reading, and critical thinking. If you work hard to achieve all the goals outlined for English 102, you will create strong techniques that you will be able to use throughout your collegiate and professional career. This includes writing and researching, analysis, argument, and more. For additional information regarding course goals, please reference *Joining Academic Conversations*.

Writing, in every sense (meaning academic, creative, even informal notes and letters) is a way of documenting and preserving history. You might not think so, but you, as young writers, play a critical role in preserving the commentary of what's going on in the world right now. This semester, we will investigate the ways that others use writing and research to add their voices to academic conversations; you will also use what you learn about fieldwork, traditional research, and argument to create your own academic discussions about topics that are personally important and relevant to you.

Hopefully, by the end of the semester, you will understand that your voice, recollections, unique interpretations and discussions are valuable, important, and powerful.

NOTE: This course will utilize *eCampus* (online workshops, the distribution of readings and assignments, discussion boards, and chat rooms). You can access *eCampus* using your personal computer or any campus computer. I will not accept any excuses regarding *eCampus* (not being able to access the site, etc.) unless the site is down for everyone. You can log on to *eCampus* at <http://ecampus.wvu.edu>.

This semester, all of your assigned readings will be available to you via eCampus.

Also, you will be required to have access to Microsoft Word 2007 and Adobe Acrobat Reader. You will be required to open files using these programs. I will not accept excuses about not being able to open files since you have been warned well in advance and these programs are available on all WVU computers.

Required Texts:

Lunsford, Andrea. *The Easy Writer, Fourth Edition*. Boston, New York: Bedford/St. Martin's, 2010. Print.

West Virginia University Undergraduate Writing Committee, eds. *Joining Academic Conversations, Fifth Edition*. Plymouth, MI: Hayden-McNeil Publishing, 2011. Print

Recommended:

Danticat, Edwidge, ed. *Best American Essays 2011*. Robert Atwan, series ed. Boston, New York: Houghton Mifflin Harcourt, 2011. Print.

NOTE: Readings will be available online or via eCampus. Many are collected in this book. You need only buy it if you want hard copies of those readings.

NOTE: In lieu of purchasing an additional expensive textbook, you will be required to print out some supplemental materials which will be available via *eCampus*. **You will also be required to print out assignment sheets and your own essays (sometimes multiple copies of your essay)**. Make sure that you either have access to a printer through one of the labs on campus or that your personal printer is stocked with ink and paper. You will be required to turn in hard (paper) copies of all assignments unless otherwise noted.

Attendance and Tardies:

I will enforce the attendance policy set by the WVU English Department. For a Tuesday/Thursday class, each absence after the second will affect your grade and five will result in failing the class. (See "Attendance Policy for Writing Classes" at the end of this syllabus.) There are no excused or unexcused absences. You have two "free" absences and you should use those (or save those) absences wisely.

Promptness is incredibly important to the success of the class as a whole, and to you as a student. Coming in late is distracting and you miss important information. Three tardies will equal one absence. If you are more than twenty minutes late for any class, you will be counted absent for that class.

Late Work:

All assignments are due at the beginning of class on the due date. I will not accept late work. If you are unable to come to class, you must email me your assignment before class time in order for it not to be considered late; however, you must present me with a paper copy the next class period in order for it to be accepted and graded. Otherwise, it will be a zero. Remember, missing class does not mean that the assignment is not still due.

Standard of Work:

This is a college level course, and you are expected to have mastered the mechanics of writing; that is, to use proper grammar, syntax, and punctuation. In English 101, you learned that writing is a process. You should know the importance of drafting, revising, and redrafting. **You should also follow formatting requirements set forth in the JAC**. Even though you will have the opportunity to revise some work, you should never turn in an error-filled first draft. I reserve the right to return work to you un-graded if it is clear you have not put any time or effort into the piece (this includes drafts). All work, unless otherwise noted, should be typed in **12 pt Times New Roman font, double spaced, titled, and stapled**.

If you need to brush up on basic writing/grammar skills, it is your responsibility to schedule an appointment with the Writing Center, which is found on the ground floor of Colson Hall. Visit http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home for more information.

Cell Phones, Text Messaging, and Attitude:

Talking on cell phones or text messaging is absolutely prohibited in this class. I will not tolerate text messaging (or anything that appears to be text messaging) in class. This is extremely distracting and prevents you from getting all that you should from class discussion. It is also rude and unprofessional. I would prefer for you to turn your phone off so that you are not tempted. If I see texting in class, I will ask everyone to put their things away in preparation of a quiz consisting of material from any previous class lecture or reading. These pop quizzes will be figured into your participation grade.

Remember, from today on, you'll be discussing how everything can be considered an argument. What kind of argument are you making about yourself as a student if you are texting, talking when others are talking, sitting with your head down or rolling your eyes during lecture? We can have fun and all engage in interesting discussions; however, this class will operate on mutual respect. I expect you to be alert, attentive, and respectful of me and your classmates at all times.

We are all adults and I expect everyone to behave accordingly. This includes all correspondences, such as email and phone calls.

Participation:

Class participation is essential to your personal success as well as the overall success of the class. You are expected to attend all class meetings and conferences, to complete readings and written assignments, participate in free writes, participate in both small group and whole class discussions, and to participate in online activities via eCampus (such as discussion boards and online chats). Do not expect to be reminded to keep up with work and don't be surprised if I randomly check homework or give an unannounced quiz. As stated in the JAC, participation includes "Taking part in class discussions, asking questions, contributing your knowledge and insight in whatever form is appropriate, and striving to make all your contributions excellent" (p. xii in JAC). See *Joining Academic Conversations* for further participation grade descriptors.

Email and the Internet:

This class requires you to utilize the free MIX account provided to you by WVU. Email provides me an opportunity to contact the entire class as a group in the case of cancellations, emergencies, or pertinent changes. As stated earlier, you will also be required to access *eCampus*. Also, you might consider using eCampus or another online storage site (such as Google Docs) to house your work in case you have a computer crash during the semester. This might save you a lot of heart ache in the long run.

Social Justice:

I concur with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication, mutual respect and non-discrimination. If you have any special needs or concerns, please talk to me so that we can plan accommodations.

Academic Integrity and Plagiarism (WVU's official statement):

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at

<http://www.arc.wvu.edu/rightsc.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter. Plagiarism will normally result in an F for the class, or possibly an unforgivable F.

Assigned Readings and Reading Journals:

You are expected to complete all readings as assigned. Even if we do not discuss the work in class, you are responsible for knowing that information.

For every reading you do for homework, you'll be asked to respond, in writing, to be posted on eCampus the day that the reading is discussed, before class time. You will receive a separate handout detailing requirements for the Reading Journal. This will allow you to be better prepared for class discussions and to extract the most value from each reading assignment. These small assignments will also help you prepare for the bigger assignments later on.

Grading and Assignments:

Please see the Grade Descriptors in *Joining Academic Conversations*. All assignments will be graded on a holistic letter scale (A, B, C, D, F).

Major Essay 1: Analysis Portfolio (30% of total grade)

- Mid-term reflection and presentation of required materials (10%)
- Personal Research Narrative (35%)
- Media Analysis (online) (15%)
- Analysis (40%)

Major Project 2: Researched Argument Portfolio (40% of total grade)

- Reflective introduction and presentation of required materials (10%)
- Plan of Action (10%)
- Seating the Guests (25%)
- Researched Argument of Proposal (40%)
- Final Presentation (15%)

Reading Journal (15% of total grade)

Homework/Participation/Quizzes (15% of total grade)

NOTE: We won't officially begin work on the research project until around mid-term; however, you should begin thinking about what you'd like to research starting today. The topic will be an argument that is contemporary and is, in some way, personal and relevant to you. You'll be required to do field work in the form of interview, observations, etc. Start collecting ideas and possibly articles from local papers and news programs.

English 102: Tentative Schedule

***NOTE: This schedule is tentative and subject to change**

***Please check eCampus and your email often**

***Please keep up with your syllabus in the event of absence or sudden class cancellation**

January	
Tuesday	Thursday
<p>15 Class Activities: Introduction, hellos</p> <hr/> <p>Homework: Get books and Journal; explore eCampus; review syllabus. Bring JAC for Thursday's class.</p> <p>Read:</p> <ul style="list-style-type: none"> • JAC: ix-xix (pay special attention to essay formatting; 11 (Tips for Procrastinators) • EW: WVU 7-9 	<p>17 Class Activities: Rhetorical Triangle, 47-48; essay formatting; define "argument" and "academic conversation." Intro Researched Narrative.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Tonight, you are reading two essays that, in some way, deal with place. So, to enhance your awareness and understanding, research your hometown and state. Come Tuesday with a list of topics that could possibly be the subject of an argument, controversy, or debate. • Bring <i>JAC</i> to class with you on Tuesday. <p>Read:</p> <ul style="list-style-type: none"> • "The Washing" (218) and "Port-au-Prince: The Moment" (5) • JAC: 39-40 (rhetoric); 41-42 (Proofs); 158 (Google Docs)
<p>22 Class Activities: In-class essay reading/analysis; JAC 54-55 (critical reading); discuss homework readings. Share topics.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete draft of Researched Narrative and bring Thursday for workshopping. <p>Read:</p> <ul style="list-style-type: none"> • "Patient" (165) • JAC: 56 (audience); 54-55 (critical reading); 156-157 (transitions) • EW: 113-117 (comma and semi-colon usage) • Optional: "Live Nude Girl" 	<p>24 Class Activities: Researched Narrative workshop. JAC p 29 title activity; introduce analysis project. Look at JAC 156-157.</p> <hr/> <p>Due: Draft of Researched Narrative for workshopping.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Revise and complete Research Narrative. Due Tuesday.

<p>29 Media Viewing Room (104 Library) Class Activities: Media Analysis Activity.</p> <p>Due: Researched Narrative</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Media Analysis Activity (online). Due before class time on Thursday. • Print, Read, and Bring Article Analysis Assignment sheet from eCampus. Begin Analysis project, which means reading the articles and choosing the one you want to work with. <p>Read:</p> <ul style="list-style-type: none"> • “Live Nude Girl” • JAC: 44-46 (Toulmin Model) 	<p>31 Class Activities: Introduce Toulmin Argument (44-46); analysis activity</p> <p>Due: Media Analysis Activity (online, before class)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Print a copy of the article and begin actively reading (mark it up, write in the margins, take notes). Bring to class on Tuesday. I should be able to see your “active reading” <p>Read:</p> <ul style="list-style-type: none"> • “What Really Happened” (“Instructions for Visiting a Murderer”) (137) and “Cliché Rape Story” • JAC: 43. Answer as many of these questions as you can in regards to your article. You’ll be well on your way to an analysis draft. • EW: 121-125 (quotations)
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February	
Tuesday	Thursday
<p>5 Class Activities: Continue Analysis discussion; activity with songs and/or images Analysis activity and discussion.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Draft thesis statement for Analysis. <p>Read:</p> <ul style="list-style-type: none"> • “Auscultation” (25) • JAC: 140 (quotes, summary and paraphrase); 141-142 (quoting); 13 (thesis statements) 	<p>7 Class Activities: Thesis statement workshop; paragraph structure (JAC 148-149). Look at 140,141-142 and discuss quoting, paraphrase, and summary.</p> <p>Due: Thesis statement for Analysis.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Draft Analysis and bring copies for your group for Tuesday. • Print and Bring assignment sheet for Midterm Portfolio. <p>Read:</p> <ul style="list-style-type: none"> • “More College, Universities Going Green...”. • Create a list of topics—five connected to college/university issues and five connected to environmental issues—and bring to share on Tuesday.

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Class Activities: Look at response groups and workshop (23 JAC). Revision discussion (27-28, 151 JAC). Memo Conventions (32-33 JAC).

Due: Draft of Analysis. Bring enough copies for your group, and one for me.

Homework:

- Read and workshop essays for your groupmates. Prepare for conferences.
- Do page 30 in JAC and bring to conference. (Answer questions on a separate sheet of paper as you will be adding this to your portfolio.) You will answer the questions you can before the conference, and the rest after.
- As we gear up for the Researched Argument essay, I want you to start to explore some websites that look at contemporary cultural and political issues. Tonight, take a look at the following and create a list of possible topics.

Sites: Salon.com, slate.com, huffintonpost.com, motherjones.com, thedailybeast.com, politico.com.

Read:

- **JAC:** 131-132 (Academic Integrity); memo conventions and brainstorming (27-28, 31, 32-33, 34); 151 (proofreading and editing)

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Class Activities: Conferences (my office, 323 Colson)

Homework:

- Prepare your Portfolio for submission.
- Print, Read, Bring Assignment Sheet for Researched Argument Proposal.
- Don't forget to write the introduction for the portfolio in the form of a midterm memo.
- Continue to explore news/popular culture related websites and add to topics list. Make sure to bring the complete list to share on Thursday when we return to class.

Sites: inthesetimes.com, talkingpointsmemo.com, thenation.com, wired.com, fark.com

Read:

- “America’s Favorite Joke is Anything but Funny”
- **EW:** 10-16

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Class Activities: Conferences (my office, 323 Colson)

Homework:

- Read and workshop essays for your groupmates. Prepare for conferences.
- Do page 30 in JAC and bring to conference. (Answer questions on a separate sheet of paper.) You will answer the questions you can before the conference, and the rest after.

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Class Activities: Intro Proposal activity; Topic selection brainstorming and invention.

DUE: Analysis Portfolio

Homework:

- Begin determining topic for Researched Argument project.

Read:

- “How Doctors Die”, “Doctors Really Do Die Differently” and “The Good Short Life”
- **JAC:** 3-10 (invention—do the activities if you aren't already settled on a topic); 81-83 (Do p 83)
- **EW:** 182-183 (fieldwork)

<p>26 Class Activities: Research question and thesis creation activity; information cycle (JAC 94-96, DO 96); fieldwork</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Settle on a topic for your Researched Argument essay. You should have a number of topics to choose from at this point. Then, complete a draft of the Plan of Action and bring to class on Thursday. Print, Read, Bring Assignment Sheet for Researched Argument Plan of Action. <p>Read:</p> <ul style="list-style-type: none"> “What Broke My Father’s Heart” (12) JAC: 115-117 EW: 182-183 (fieldwork) 	<p>28 Class Activities: Evaluating Sources—popular vs. scholarly (97, 102-104 JAC, 115-117; 178-179 EW); banned books website evaluation; Proposal workshop</p> <hr/> <p>DUE: Plan of Action draft for workshopping</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Continue collecting sources and taking notes. <p>Read:</p> <ul style="list-style-type: none"> “Lucky Girl” JAC: 119; 123-124. Do pages 118, 121-122 JAC: 61-67 (notetaking) (optional)
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March	
Tuesday	Thursday
<p>5 Class Activities: Library instruction day. 830, 100 Meet 136 Wise; 1000 and 230, Meet 104 Wise.</p> <hr/> <p>Due: Plan of Action</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Continue researching. Print Seating the Guests assignment sheet. <p>Read:</p> <ul style="list-style-type: none"> JAC: 97-100, 104-110 	<p>7 AWP Class Activities: Research Day, no class. Please use this time to collect sources and continue working on Seating the Guests.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Print and bring the Seating the Guests assignment sheet. <p>Read:</p> <ul style="list-style-type: none"> “What Killed Aiyana Stanley-Jones?” (107) JAC: 139; Do 143 <p>Note: March 11 is Midterm</p>
<p>12 Class Activities: : In-class reading and activity; MLA practice; Seating the Guests</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Print and bring assignment sheet for Researched Argument Essay. <p>Read:</p> <ul style="list-style-type: none"> “Who Are You and What are You Doing Here?” JAC: 146-147 	<p>14 Class Activities: Argument discussion. Research question into a thesis statement activity. Setting up an academic essay (146-147)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> Revise research question and turn in to a thesis statement. Continue research and complete Seating the Guests with Bibliography.

<p>19 Class Activities: Optional Conferences</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete Seating the Guests for Thursday. <p>Read:</p> <ul style="list-style-type: none"> • “How Fracking is Corroding Small Town America” • “The Oil Boom is Destroying Small Towns Across America” 	<p>21 Class Activities: Discussion of Researched Argument essay. Audience activity; seeing the other side debate activity.</p> <p>Due: Seating the Guests</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Begin draft of Researched Argument. <p>Read:</p> <ul style="list-style-type: none"> • “My Life as an Undocumented Immigrant” • JAC: 14 (Introductions) —Try out at least three intros to share on Tuesday; 15-16 (conclusions)—Try out one or two conclusion styles to share on Tuesday. You can be brief. I just want you to get some ideas, since intros and conclusions are often difficult for writers.
<p>26 Spring Break</p> <p>Rest, recharge, research, and begin drafting. Fieldwork should be complete by April 2.</p>	<p>28 Spring Break</p> <p>Rest, recharge, research, and being drafting. Fieldwork should be complete by April 2.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Begin draft of Researched Argument. <p>Read:</p> <ul style="list-style-type: none"> • “My Life as an Undocumented Immigrant” • JAC: 14 (Introductions) —Try out at least three intros to share on Tuesday; p. 15-16 (conclusions)—Try out one or two conclusion styles to share on Tuesday. You can be brief. I just want you to get some ideas, since intros and conclusions are often difficult for writers.

April	
Tuesday	Thursday
<p>2 Class Activities Continue discussion of quoting and integrating sources (70-74 JAC). Read 126 and do activity 127 JAC. Look at sample essay. (148-149)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • DO outline 20-22 and bring on Thursday (don’t forget to add the other side) to share on Tuesday. <p>Read</p> <ul style="list-style-type: none"> • JAC: 49-50 (fallacies) 	<p>4 Class Activities: “A Modest Proposal” activity; continue discussion of fallacies; quoting and integrating sources (70-74).</p> <p>DUE: Outline</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Print and bring assignment sheet for Final Portfolio. <p>Read:</p> <ul style="list-style-type: none"> • JAC: 49-50 (fallacies); 133-134 (plagiarism)

<p>9 Class Activities: Continue discussion of fallacies, discussion of presentations. Plagiarism activity (136-138)</p> <p>Due: Draft of Researched Argument (hard copy to me, electronic copy posted on eCampus in your group's discussion thread)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete online workshop. Post responses before regular class time on Tuesday, April 16 (yes, even though there is no class that day). See JAC 153-155 • Print and bring assignment sheet for Final Portfolio. <p>Read:</p> <ul style="list-style-type: none"> • JAC: 27-28 (revision); answer questions on 30 (reflection) and do 144-145 (MLA checklist) and bring to conference. 	<p>11 Class Activities: Conferences (323 Colson)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete online workshop for your group mates. • Revise your essay and begin work on your final portfolio and/or presentations.
<p>16 Class Activities: Conferences (323 Colson)</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Work on revisions and portfolio. • Revise your essay and begin work on your final portfolio and/or presentations. <p>Read:</p> <ul style="list-style-type: none"> • EW: 26 (visuals); 41-46 (oral presentations) 	<p>18 Media Viewing Room (104 Wise Library) Class Activities: Presentation discussion. Visual rhetoric. Meet in Room 130 Colson Hall.</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Complete portfolio and begin work on Presentations.
<p>23 Media Viewing Room (104 Wise Library) Class Activities: Presentations.</p> <p>DUE: Final Portfolio</p> <hr/> <p>Homework:</p> <ul style="list-style-type: none"> • Prepare for presentations. 	<p>25 Media Viewing Room (104 Wise Library) Class Activities: Presentations.</p> <hr/> <ul style="list-style-type: none"> • Homework: Prepare for presentations

30 Media Viewing Room (104 Wise Library)
Class Activities: Presentations.

Homework:

- Prepare for presentations.

May

2 Media Viewing Room (104 Wise Library)

Class Activities: Presentations

Homework:

- Come to pick up your work during Finals Week!

Portfolios and Final Grades can be picked up from 12:00 to 2:00 on Tuesday, May 7 in my office (323 Colson Hall). Grades will not be emailed. You need to pick your work up in person. Face to face is the only way I will discuss final grades.