

## SYLLABUS

English 102                                    COMPOSITION & RHETORIC: A CIVIC EXERCISE  
Spring 2008                                  Sec. 001  
M - W - F                                    8:30-9:20  
216 Hodges Hall January 14 – May 10, 2008

**Instructor: Kathryn Fortino Thurber**

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English Department Office                100 Colson Hall                    Phone: 293-3107

Office Hours:                                M - W - F    10:00 am – 12 pm (Colson 325)  
    T-Th            8:30 am – 9:30 am (Hatfield's)

**Course Goals**

1. UNDERSTANDING WRITING AS A PROCESS
2. ARGUE EFFECTIVELY & PERSUASIVELY
3. EXPLORE & EVALUATE IDEAS
4. INTEGRATE RESEARCH EFFECTIVELY
5. KNOW THE RULES

Through readings, research, discussion, portfolio keeping, and workshops, we will practice writing as a way to explore and evaluate ideas and themes of American social and political discourse. You will take positions on issues that may relate to American foreign or domestic policy, social justice, environmental issues, or medical ethics, for example, and that have a state, national, or global impact. You will be expected to gain a firm understanding of the Toulmin method of argumentation and analysis.

**Required Texts & Supplies**

- Undergraduate Writing Committee, ed. *Joining Academic Conversations: English 102* (1<sup>st</sup> ed.) J. Littleton, MA: Tapestry Press, 2006. (JAC)
- Lunsford, Andrea A. *easy Writer*, 3rd ed. Bedford: Boston, 2005. (TEW)
- Moser, Joyce & Ann Watters, eds. *Creating America: Reading & Writing Arguments*, 4<sup>th</sup> ed. Pearson Prentice Hall: NJ 2005. (CA)
- 3-Ring Binder, Paper & Dividers for **Portfolio**

**Handwritten or Typed & Other Procedural Basics:** Please see JAC xxi.

Only in-class writing may be handwritten. All other assignments must be typed.

**Writing Portfolio** - Bring it every day!

A *writing portfolio* is a collection of artifacts, pieces, and reflections that demonstrate a writer's thinking and learning processes and may also showcase his or her work. You will keep a portfolio that allows you to organize and share your work, and creates a record of your development as a writer for you and the instructor to evaluate.

*Part of your responsibility in keeping a portfolio is to identify and record which techniques, strategies, skills, and presentations help to advance your confidence and capacity as an academic writer. Such "feedback" is valuable insight not only for you, but also for the instructor and the English Department.*

A 3-ring binder with dividers seems to be the preferred method of organizing the contents. For example, past students have created sections for class notes, reflections, workshop materials, and drafts. Others have kept a portfolio for each project, and then assembled the final portfolio from elements of each. You may feel free to experiment to find the most helpful approach to support the development of your writing and research skills. We will review Portfolios at individual conferences at several points along the way.

**Final Portfolio** You will assemble a final portfolio of the best examples of your writing including drafts, final papers, and revisions (optional) of the major course papers and your choice of at least five other examples of work

or exercises that you found most valuable to your advancement as an academic writer and researcher. You will get a detailed rubric in the later weeks of the semester to guide you and set out my criteria for grading the portfolio.

**Assignments & Grades:** Please see JAC xxi and take to heart the advice about “setting aside time” to think, read, and write for this class. This is a workshop class. Lack of preparation will be a disservice to your peers as well as to yourselves, and will detract from your performance. There are four major papers. Each paper offers several opportunities for peer and instructor response and for rewriting. *You* will choose the best examples of your work to be evaluated and graded at the end of the term within guidelines to be provided.

<u>Points</u>	<u>Assignments</u>	<b>TOTAL: 1000 points</b>
200	Portfolio - I evaluate the quality and organization of your portfolio at mid-term and at the end of the semester, with frequent checking-in at conference times. <b>Final Due: 4/30/08</b>	
50	Participation - Points are given for the quality of your participation in classroom discussion, workshops, written assignments, and conferences. Coming to class prepared and following the syllabus are essential to successful participation.	
50	Mid-Term Reflections (15 pts.) and Final Reflections (35 pts.)	
100	Assignment 1: Persuasive Essay (3-5 pages) <b>Due Mon., 2/4/08</b> Write an essay on a public policy issue of your choice. Multiple drafts, reader responses, and other elements of the writing process will take you from generating topics, through a variety of rhetorical situations, and introduce the Toulmin method of analysis and argumentation.	
100	Assignment 2: Editorial (3-6 pages) <b>Due Mon., 3/3/08</b> Through editorial analysis, we will begin this project to construct a public policy op-ed piece for a major newspaper audience. Lectures and workshops will address constructing arguments, audiences and appeals, authority, organization of factual arguments, and research fundamentals. Argument must be supported by three to six credible, authoritative references.	
200	Assignment 3: Research Proposal & Annotated Bibliography (4-6 pages) <b>Due Wed., 3/19/08</b> You will identify an issue for argumentation that requires academic research. The proposal will be a 3-4 page “preface” on your research topic. The annotated bibliography is an academic genre, which presents a summary of research that has been conducted on a specific topic. We will identify and evaluate different kinds of sources, use proper citation forms, and create an annotated bibliography (10 or more references required) that could support the production of a scholarly inquiry into your topic.	
300	Assignment 4: Final Research Position Paper (7-10 pages + references) <b>Due Mon., 4/21/08</b> Ideally, this paper will build on the research proposal and bibliography (10+ sources). It represents culmination of everything we have covered on research, argumentation, and composition.	

### **Computers, Printers, and eCampus**

YOU ARE RESPONSIBLE FOR PRINTING Readings and other Materials used in this class.

The Syllabus, Readings and other course materials will be accessible by clicking on the “Student” tab at <https://ecampus.wvu.edu>. You are expected to have the skills and equipment to work in the eCampus environment. If you need technical help or instruction, please contact the Office of Information & Technology (<http://oit.wvu.edu/helpdesk>) for these services.

**Announcements** WILL BE POSTED on the class eCampus site. This is the *primary* way I will contact you, so make it a habit to check this before class, especially when the weather is bad. I may also email your MIX accounts.

**Office Hours and E-Mail:** Please stop by to ask questions or just to say hello. If my scheduled hours do not fit your schedule, please ask for an appointment at another time. I'm also happy to converse via email.

**Attendance, Tardiness, & Participation:** Please see *JAC xv-xviii*

- Attendance – Attendance is taken. This course uses a workshop approach to emphasize ongoing writing and revision. Individual and peer assessment requires attendance in order to gain the full benefit and credit.
- Absence - Three unexcused absences will result in failure of the course.
- Preparation & Reading the Syllabus – You need to read the syllabus before each class, or you will not know what readings to print out for in-class workshops, you will not be prepared to give meaningful feedback to your peers, and your grade will suffer. If you have a problematical computer or printer, you will not be able to keep up with the workload. Now, is the time to clear up any technical or logistical issues that might interfere with your work.
- Back up your files to prevent computer and printer failures from costing you grade points.
- Late work will not be accepted. With eCampus and email, absence is no excuse for not completing readings or assignments on time. If you have a problem, please let me know in advance. DEADLINES are not negotiable after you have missed them.

**Grade Descriptors:** Please see *JAC xviii-xx*

**Academic Integrity:** WVU assumes your academic honesty. See “Academic Integrity” (*JAC* 179-180), familiarize yourself with the terms *plagiarism* and *cheating*. If you have any questions, please ask me.

**CELL PHONE COURTESY:** Please turn off cell phones and pagers during class. If there is an emergency that requires you to leave your phone on, please let me know at the beginning of class.

#### **ADDITIONAL RESOURCES**

**The Writing Center**      G02 Colson Hall

M-Th 10-5 and Friday 10-3 (some evening hours will be added)

Phone: 293-5788

website: [http://english.wvu.edu/centers\\_and\\_projects/wcenter](http://english.wvu.edu/centers_and_projects/wcenter)

The WVU Writing Center can help answer your writing questions and concerns. Writing Center tutors will not proofread essays for you, but they can help in many other ways. Bring the essay you are working on and copies of your syllabus and assignment to the writing center with you.

#### **WVU Library**

Reference Librarians and Term Paper Help available at <http://www.libraries.wvu.edu>

**CLASS SCHEDULE**

*PLEASE NOTE: The schedule may change depending on the amount of time available with Library Staff, and the amount of time needed by the class for group work. You are responsible for checking eCampus before each class for possible announcements.*

JANUARY		
Monday	Wednesday	Friday
<p><b>Week 1</b> 14</p> <p><b>Class Activities:</b> Introduction</p> <ul style="list-style-type: none"> <li>• Policies &amp; Procedures</li> <li>• Portfolio: Learning Objectives</li> <li>• ECampus Resources</li> <li>• Defining Public Issues</li> <li>• Research Methods</li> </ul> <p>-----</p> <p><b>Homework:</b> Read EW v-10; JAC 39-40; 47-48; 51-52; Portfolio Keeping 1-6 (eCampus Readings Folder)</p> <p><b>Print Out &amp; Read</b> <i>What is a Just War?</i> by Jean Bethke Elshtain (eCampus "Readings" folder)</p> <p><b>Write</b> a one-page response (guidelines will be provided)</p> <p><b>Bring</b> essay and response to class</p>	<p>16</p> <p><b>Class Activities:</b> Course Goal #1 – UNDERSTANDING WRITING AS A PROCESS</p> <p>Toulmin argumentation Credibility &amp; Authority</p> <p><b>Workshop:</b> Applying Toulmin analysis to Elshtain's argument &amp; revising individual responses</p> <p>-----</p> <p><b>Rework</b> your response to Elshtain as a Toulmin analysis of the essay. Articulate a clear position or reaction to the author's ideas and evaluate the effectiveness of her argument and style of writing in achieving her goal, as you see it. <b>DUE Fri., 1/18/08</b></p>	<p>18</p> <p><b>Class Activities:</b> Course Goal #2 – ARGUE EFFECTIVELY &amp; PERSUASIVELY</p> <p><b>Assignment 1:</b> Persuasive Essay First draft due <b>1/30/08</b>; Final due <b>2/4/08</b> <b>See</b> eCampus "Assignments" folder for details</p> <p><b>Discuss:</b> Elshtain</p> <p><b>Workshop:</b> Generating topics and questions, identifying areas for research. <i>Guided Proposal Workshop</i>, JAC 16</p> <p>-----</p> <p style="text-align: center;"><b>LAST DAY TO ADD COURSES OR MAKE CHANGES.</b></p>
<p><b>Week 2</b> 21 <b>Optional:</b> Bring laptop computer to class</p> <p style="text-align: center;"><b>GUIDED</b></p> <p><b>Homework:</b> Read JAC 3, 15, 17-19 EW 12-17; 20-31</p>	<p>23</p> <p style="text-align: center;"><b>PROPOSAL WORKSHOP</b></p> <p><b>Homework:</b> JAC 17-23; research Library databases for periodical and academic journal articles on topics of possible interest for Persuasive Essay.</p>	<p>25</p> <p style="text-align: center;"><b>WEEK</b></p> <p>Troubleshooting with instructor and in small groups.</p>
<p><b>Week 3</b> 28 <b>Due next class (1/30/07):</b> DRAFT Persuasive Essay</p> <p><b>Workshop:</b> Troubleshooting with full class. Clearing up questions and barriers in the writing of the persuasive essay.</p>	<p>30 <b>Due:</b> DRAFT Persuasive Essay</p> <p><b>Workshop:</b> Peer Response (JAC 33-34) – the writer will keep this in his or her Portfolio</p> <p>Evaluation of Your Own Writing (JAC 35) You will hand this in to me at the end of class.</p> <p><b>Homework:</b> Prepare for <b>CONFERENCE</b></p>	

FEBRUARY		
Monday	Wednesday	Friday
<p><b>Week 3</b> 4 <b>Due Today:</b> PERSUASIVE ESSAY</p> <p><b>Class Activities:</b> Reflecting on, and evaluating your writing and the process for this assignment.</p> <p><b>Assignment 2:</b> EDITORIAL Draft due Mon., <b>2/24/08</b>; Final Due Wed., <b>3/3/07</b> (JAC 245 for details)</p> <p>-----</p> <p><u>Homework:</u> <b>Read</b> EW 31-37 Writing in Any Discipline</p> <p><b>Print Out &amp; Bring to class:</b> <i>Class and the American Dream (2005)</i>, a New York Times Editorial in the eCampus Readings folder, along with your Toulmin-based analysis and response.</p>	<p>6</p> <p><b>Discussion:</b> Analysis of New York Times Editorial (JAC 90-91)</p> <p>Course Goal #3 – EXPLORE &amp; EVALUATE IDEAS</p> <p><b>Workshop:</b> Strategies for choosing or narrowing a topic. You should have a topic for class on Friday, <b>2/8/08</b> so that we may work on formulating a hypothesis.</p> <p><b>Optional:</b> Bring laptop to class.</p> <p>-----</p> <p><u>Homework:</u> <b>Continue</b> research and choose a topic for Editorial.</p> <p><b>Bring to Class:</b> (1) A public policy editorial from a major newspaper (NYT, Washington Post, LA Times) written within the past 30 days.</p> <p><b>Read <i>Bowling Alone</i></b> by Robert Putnam (CA 215-219). Look up and record in your portfolio any words, phrases, or historical references or figures that you do not understand. I will collect these lists and definitions and grade them.</p>	<p>1 <b>CONFERENCE</b> Office 325 Colson</p> <hr/> <p><b>Bring</b> to Conference: Portfolio of notes and work done so far in class including Draft Persuasive Essay</p> <p><b>DUE: Mon., February 4<sup>th</sup></b> Assignment 1: PERSUASIVE ESSAY</p> <hr/> <p>8</p> <p><b>Discussion:</b> Review &amp; write in class about <i>Bowling Alone</i> and the philosophical and civic issues raised by Putnam.</p> <p><b>Peer Workshop #1:</b> Discuss why you chose the editorial or op ed piece that you have selected; how it breaks down in terms of Toulmin or Rogerian analysis; how effective the author's argument is and why.</p> <p><b>Peer Workshop #2:</b> Describe your topic for the Editorial and work on formulating a hypothesis. Get help if needed or feedback if you already have a solid hypothesis.</p> <p>-----</p> <p><u>Homework:</u> <b>Read</b> Fundamentals of Research &amp; Organization of Factual Arguments, JAC 97-104; Developing Research Topics &amp; Questions, JAC 107-109</p> <p><b>Bring</b> question(s) your editorial will address; your proposed organization or notes on Thesis, Support, Conclusion</p>

Monday	Wednesday	Friday
<p><b>Week 4</b> 11 <b>Class Activities:</b> Course Goal #4 - INTEGRATE RESEARCH EFFECTIVELY</p> <p><b>Workshop:</b> Developing Subjective &amp; Objective Questions, JAC 111-115 for your Editorial topic, and proposed Thesis, Support, Conclusion</p> <p>-----</p> <p><b>Homework: Print Out, Read &amp; Bring to Library.</b> (1) <i>Inaugural Address (1961)</i>, John F. Kennedy (Creating America 138-141)</p> <p>(2) <i>Hegemony, Hubris, &amp; Outreach</i>, Kevin Phillips (Creating America 162-167)</p> <p>(3) Identify the Toulmin elements of each (claim, evidence, etc.)</p> <p>(4) List any words, phrases, concepts, historic events or individuals that you are not familiar with. We may research them at the Library</p>	<p>13 <b>CLASS IN LIBRARY</b></p> <p><b>Workshop:</b> We will work on gathering evidence to support your response to the essays. Take notes for your Portfolio</p> <p>-----</p> <p><b>Homework:</b> Draft a brief (2 pages) essay comparing and contrasting the ideas, sentiments, and any other aspects of the two essays and their authors that strike you as the most significant for American audiences (1) at the time they were written, and (2) today.</p> <p><b>Note:</b> <i>Compare</i> = to examine two or more people or things in order to discover similarities and differences between them</p> <p><i>Contrast</i> = a difference, or something that is different, compared with something else. To compare different things or arrange them in a way that highlights their differences.</p> <p><i>at the time they were written</i> = 1961 and 2003, respectively.</p> <p><i>today</i> = 2008</p>	<p>15 <b>Discussion:</b> Readings and exercises, troubleshooting of problems</p> <p>-----</p> <p><b>Homework:</b> Draft Editorial + Bibliography of supporting evidence <b>DUE Wed., 2/18/08</b></p> <p><b>Read</b> Finding Background Information, JAC 121</p> <p><b>Read:</b> <i>Propaganda in Roosevelt's "Pearl Harbor Address."</i> (2000); <i>Address to Joint Session of Congress, 9/20/01</i> of G.W. Bush; and <i>The Real War</i> of Thomas Friedman (2001) in <i>Creating America</i> 507-524. Respond to question(s) that will be provided.</p> <p><b>Bring to Next Class:</b> (a) Photocopies of the following forms; and, (b) <b>laptop computer.</b></p> <p>- Google Worksheet (JAC 117) - E-Z Search Worksheet (JAC 119) - <i>CQ Researcher</i> Worksheet (JAC 123)</p> <p>Do NOT use the originals, as you will need them for future assignments.</p>
<p><b>Week 5</b> 18</p>	<p>20</p>	<p>22</p>
<p><b>EDITORIAL</b></p>	<p><b>WORKSHOP</b></p>	<p><b>WEEK</b></p>
<p><b>DUE:</b> DRAFT Editorial</p> <p><b>Workshop:</b> Working on Draft Editorial + Bibliography of supporting evidence with instructor and peers using the worksheets to explore your editorial topic.</p>	<p><b>Workshops:</b> Peer and Instructor Response and Analysis of your Draft and research to date.</p>	<p><b>Review w/Instructor:</b> DRAFT Editorial</p> <p><b>(Final Editorial DUE Wed., 2/27/08)</b></p>
<p><b>Week 6</b></p> <p>25 Course Goal #5: KNOW THE RULES</p> <p><b>Workshop:</b> Reading &amp; Writing about <i>The War Prayer</i> (Mark Twain) in CA 468-70</p> <p><b>Review</b> of JAC 179-199, 203-207</p> <ul style="list-style-type: none"> <li>- Academic Integrity</li> <li>- Observing Genre Conventions</li> <li>- Paragraph Conventions – Unity</li> <li>- Style, Clarity, Editing, Proofreading</li> </ul>	<p>27 <b>DUE:</b> EDITORIAL</p> <p><b>Discussion:</b> Reflecting on, and evaluating your writing and the process for this assignment (JAC 195)</p> <p><b>WORKSHOP:</b> Brainstorming for Mid-Term Reflections</p> <p><b>Homework:</b> - EW 168-169</p> <ul style="list-style-type: none"> <li>- College-level research (JAC 221-4)</li> <li>- Academic Research topics (JAC 107)</li> <li>- MLA Citation (JAC 181)</li> <li>- Incorporating Sources (JAC 97)</li> </ul>	<p>29 <b>MID-SEMESTER Reflections</b></p> <p><b>Assignment 3:</b> Research Proposal &amp; Annotated Bibliography Draft <b>DUE Mon., 3/10/08</b> Final <b>DUE Wed., 3/19/08</b></p> <p><b>Read</b> from <i>The Autobiography</i> of Benjamin Franklin (1771) in <i>Creating America</i> 178-182. <b>Identify:</b> Points he makes that reveal that he is consciously setting a scene with ramifications for the future of America rather than just recalling a great moment in his youth. How effective is he?</p>

MARCH		
Monday	Wednesday	Friday
<p><b>Week 7</b> 3</p> <p><b>Discuss:</b> Franklin's <i>Autobiography</i></p> <p><b>DRAFT RESEARCH PROPOSAL</b></p> <p><b>Workshop:</b> Summary, Quotation, &amp; Paraphrase (JAC 99-102) in class and continue for homework.</p> <p>-----</p> <p><b>Homework:</b> EW 169-174 Planning research, kinds of sources and searches</p> <p>Bring to next class: Three distinct possible research topics to be worked on in Workshop. You will work in your Portfolio individually and in groups if time allows.</p> <p><b>Optional:</b> Bring laptop computer</p>	<p style="text-align: center;">5</p> <p><b>Discussion</b> of progress, questions, challenges, and clarifications.</p> <p><b>WORKSHOP:</b> Formulating a research question and hypothesis.</p> <p>-----</p> <p><b>Homework:</b> (1) Your research topic, narrowed down to a research question</p> <p>(2) A list of the kinds of sources (books, journals, government documents, etc.) you think you should consult</p>	<p style="text-align: center;">7</p> <p style="text-align: center;"><b>WORKSHOP WEEK</b></p> <p><b>Workshop:</b> Research Logging in your Portfolio. Troubleshooting.</p> <p>-----</p> <p><b>Homework: Bring to next class:</b></p> <p>(1) Your Research Log, Hypothesis and Working Thesis</p> <p>(2) Photocopies of the following forms, completed:</p> <ul style="list-style-type: none"> <li>- Google Worksheet on your Research topic (JAC 117)</li> <li>- E-Z Search Worksheet on your Research topic (JAC 119)</li> <li>- <i>CQ Researcher</i> Worksheet on your Research topic (JAC 123)</li> </ul> <p>(3) Three or more annotated bibliography entries to support your research proposal</p>
<p><b>Week 8</b> 10</p> <p><b>DUE:</b> DRAFT Assignment 3</p> <p><b>Discussion</b> of drafts, readings and exercises, troubleshooting of problems with instructor. Time to work in peer groups.</p> <p><b>Read:</b> Evaluating Sources &amp; Taking Notes, EW 176-186</p> <p>-----</p> <p><b>Homework: Read</b> JAC121 Background Information; and JAC 130 Information Cycles; Internet Search Strategies, JAC 133-140</p> <p><b>Complete:</b> Activity for Researchers: Specialized Encyclopedias, JAC 125 –126 for your research topic.</p>	<p style="text-align: center;">12</p> <p style="text-align: center;"><b>CLASS IN LIBRARY</b></p> <p>Bring your draft and other materials related to the Research Proposal &amp; Annotated Bibliography. We will work with the Librarian on specific issues and questions you bring. Be prepared to take advantage of this opportunity to get individualized attention from the Reference Librarian.</p> <p>-----</p> <p><b>Homework: Complete</b> "Activity for Researchers: Internet Searching" for your research topic (JAC 141-142).</p>	<p style="text-align: center;">14</p> <p><b>Workshop:</b> Share Search activity results, problems, insights. Develop Research Project Schedule</p> <p><b>Optional:</b> Bring laptop computer</p> <p>-----</p> <p><b>Reminder:</b> Final Research Proposal &amp; Annotated Bibliography <b>DUE Wed., March 19<sup>th</sup>.</b></p>

