

English 102: Composition and Rhetoric

Section 022
MWF 11:30AM-12:20PM
Armstrong 403
Spring 2016

Phillip Zapkin
Office: Colson Hall G07
Office Hours: MWF 10:30-11:15
pzapkin@mix.wvu.edu

About this Course

This course is for *you*. The intention of this class is to help develop your strengths as a writer, particularly when addressing academic readers. You will combine your own knowledge, experience, views, and ideas with the rhetorical, argumentative, research, and composition skills I will help you develop to achieve your goals in writing projects relevant to your life as students in the WVU community and in your major.

Required Texts and Materials

Anderson, Debra J. *College Culture, Student Success (CCSS)*. New York: Pearson, 2008. Print.
Lunsford, Andrea A. *Easy Writer (EW)*. 5th custom ed. for WVU. Boston: Bedford/St Martin's, 2014. Print.

Sura, Tom and David Beach, eds. *English 102: Joining Academic Conversations (JAC)*. 7th ed. Detroit: Hayden-McNeil, 2015. Print.

- Two pocket folder
- Pen or pencil
- Internet access to eCampus, WVU Library databases, and Portal
- Notebook
- MS Word

Course Goals

The English department has established five goals for English 102; successful students should:

1. Demonstrate Rhetorical Knowledge
2. Develop Processes for Research and Writing
3. Demonstrate Critical Thinking through Exploration and Evaluation
4. Demonstrate Knowledge of Writing Conventions
5. Develop Knowledge of Writing in Digital Environments

For more information on these Course Goals, see *JAC* page xi.

Grades

Formal Writing	70%
Informal Writing	20%
Participation	10%

Grades will be based on the grade descriptors found in *JAC* pages xiii-xv.

Assignments

1. College Advice Paper
2. Campus Evaluation Paper
3. Midterm Cover Letter
4. Proposal
5. Researched Argument
6. Final Portfolio Letter

Informal writing will ask you to practice different forms of writing, produce short sections for papers, or work through pre-writing activities.

Attendance

The English Department's attendance policy for MWF classes allows **three absences** (one full week) with no penalty to your grade. After that each absence will cost one letter grade.

Participation

This class will involve a lot of participation, including full class discussion, group work, reading aloud, and otherwise engaging in the classroom. This course is for you, not for me, so the more engaged you are the more you will get out of this class.

If you don't understand something—a reading, assignment, concept—please, please, please **ask**.

Academic Integrity

The university, English department, and I assume you will approach academic work honestly, and submit your own original work for this course. Failure to do so will result in a failing grade for the assignment, the course, or a more severe penalty.

You are required to be familiar with the Student Conduct Code, which is available in *EW* pages wvu5-wvu8. Please note that you are bound by the policy whether you plagiarize knowingly and purposefully or unintentionally.

Office Hours, Email, and eCampus

My office hours are **WMF 10:30-11:15**. This is time intended to help you with any questions or concerns you have about assignments, readings, rhetoric, argumentation, the meaning of life, etc. When I receive an e-mail I always reply to it. If you don't hear back from me by the next afternoon it means I have not received the e-mail and you should resend it.

I will post assignment sheets, videos, supplemental readings, and other useful tools to eCampus.

Late Work

Late work is unprofessional and any assignment turned in **after the due date will not receive credit**. Make sure to check the schedule regularly for all deadlines.

Eberly Writing Studio (formerly the Writing Center)

The Eberly Writing Studio is a helpful free resource for the WVU community. Writing consultants provide valuable advice for anyone struggling with an assignment or who just wants a second opinion.

The Studio is in Colson G02, near my office. Their website (<http://speakwrite.wvu.edu/writing-studio>), includes a link to sign up for an appointment online, or you can stop by. Their hours are MTWR 10-5, and F 10-3.

Social Justice and Accessibility Services

You have a right to feel comfortable and accepted in our classroom. You have a right to express your ideas and interpretations of texts. You have a right to pose questions. You do not have a right to make anyone else feel uncomfortable or unwelcome in our community.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.sandbox.wvu.edu/ddei>.

Course Schedule

This schedule is subject to change by me. I will inform you by email and if possible in class of any changes as early as possible.

► Week 1

◇M 11 Jan: Introduce the Course. Getting to know one another, go over the syllabus and eCampus

HW: Read “B—Academic Integrity Policy” in *EW* wvu5-wvu8; read “Goals” and “General Grade Descriptors for English 102” in *JAC* xi and xiii-xv; read “English 102: Necessary Items and Tips” handout on eCampus; watch “How to Succeed in University” video on eCampus

◇W 13 Jan: 102 Goals and Policies. What the policies tell us and how it fits into a larger university structure; introduce College Advice Paper

HW: Read “I Just Wanna Be Average” in *CCSS* 130-143; read 1-1F in *EW* 14-19

◇F 15 Jan¹: Imagery and Argument. Imagery as composition technique in “I Just Wanna Be Average”; introduce Three Scenes Brainstorm assignment

HW: Read “We’re Lying: Safe Sex and White Lies in the Time of AIDS” and “Earning and Learning: Are Students Working Too Much?” in *CCSS* 52-57 and 61-65; read “Developing Strong Thesis Statements” in *JAC* 21; read 2b “Developing a Working Thesis” in *EW* 21-22; watch “Thesis” video on eCampus

► Week 2

◇M 18 Jan: *Martin Luther King Day, No Class*

◇W 20 Jan: Thesis Statements. Identifying thesis statements in “We’re Lying” and “Earning and Learning”

HW: Three Scenes Brainstorm; read “From Single Mother to Successful Student,” “Could Your Facebook Profile Throw a Wrench in Your Future?” and “Good and Bad Procrastination” in *CCSS* 91-95, 44-47, and 86-90; watch “Introductions” video on eCampus

◇F 22 Jan: *Snow Day*

► Week 3

◇M 25 Jan: *Snow Day*

◇W 27 Jan: Introductions. “Writing an Introduction” in *JAC* 22-23; introductory strategies in “From Single Mother to Successful Student”; introduce Introduction assignment

Due: Three Scenes Brainstorm

HW: Introduction (posted to eCampus Discussion Forum); Read “What is Rhetoric,” “Reviewing Rhetorical Strategies,” and “Looking at Rhetorical Proofs in Action” in *JAC* 1-3, 4-6, and 92; watch “Rhetorical Appeals” video on eCampus

◇F 29 Jan: Rhetoric. Reviewing ethos, pathos, and logos;

Due: Introduction (posted to eCampus Discussion Forum);

HW: Read “From Aristotle’s *Rhetoric*” on eCampus; read “Take This Quiz! (Twenty Reasons You Could Be Working Harder and Longer Than You Have to, Yet Earning Less and Receiving Lower Grades)” in *CCSS* 153-161

¹ End of Add/Drop Period

► Week 4

◇M 1 Feb: Group Conferences in Eliza's, No Class

◇W 3 Feb: Beyond the Rhetorical Triangle. Additional aspects of rhetoric: exigence, kairos, topos; political, forensic, or ceremonial rhetoric in "Take This Quiz!"

HW: Peer review draft of the College Advice paper

◇F 5 Feb: Peer Review. PACT analysis, "Peer Response Workshop" in *JAC* page 35; "Essay Formatting" sheet on eCampus

HW: College Advice FFN

► Week 5

◇M 8 Feb: Campus Evaluation. Introduce Campus Evaluation paper; establish groups; discuss collaborative writing

Due: College Advice FFN

HW: Read "Log on to Learn" in *CCSS* 72-78; read 3a "Reading Critically" in *EW* 35-38; watch "Analysis" and "Evaluation" videos on eCampus

◇W 10 Feb: Evaluation. Establishing appropriate criteria; PACT as potential criteria; evaluation in "Log on the Learn"

HW: Read "Multiple Intelligences" in *CCSS* 103-116

◇F 12 Feb: Evaluating *JAC*. In-class practice evaluation of *JAC*; introduce *JAC* Mini-Evaluation assignment

HW: *JAC* Mini-Evaluation; read 1h "Collaborating" in *EW* 20; watch "Collaborative Writing" video on eCampus

► Week 6

◇M 15 Feb: Collaborative Writing. Strategies for collaborative writing, planning, drafting, unifying voice; technologies that can help with collaborative writing; introduce Collaboration Plan assignment

Due: JAC Mini-Evaluation

HW: Read "How to Say Nothing in 500 Words" in *CCSS* 117-129; read 2e "Developing paragraphs" in *EW* 25-27; watch "Claim, Evidence, Interpretation" video on eCampus

◇W 17 Feb: Paragraph Structure. "The Hamburger Method for Clear, Logical Paragraphs" in *JAC* 38-39; analyze paragraph structure in "How to Say Nothing in 500 Words"

HW: Collaboration Plan; read "Logical Fallacies" in *JAC* 52-56; watch "Logical Fallacies" video on eCampus

◇F 19 Feb: Logical Fallacies. What fallacies are, why they're a problem, how to identify them; "Logical Fallacies Practice Examples" in *JAC* 57-59

Due: Collaboration Plan

HW: Read "Strategies for Writing a Conclusion" in *JAC* 60-61; watch "Conclusions" video on eCampus

► Week 7

◇M 22 Feb: Individual Conferences in Colson G07, No Class

◇W 24 Feb: Conclusions. Conclusion purposes and strategies; analyze conclusion in "Log on to Learn"; introduce Midterm Letter

HW: Peer review draft of the Campus Evaluation paper

◇F 26 Feb: *Mid-Semester*. Peer Review. “Peer Response Workshop” in *JAC* page 62, unified voices activity

HW: Midterm Portfolio. Campus Evaluation FFN, Midterm Letter, Midterm Feedback Sheet, and College Advice FFN with my feedback; read “Did I Miss Anything” on eCampus; watch “What Teacher’s Make” and “Totally, like Whatever, You Know?” on eCampus

► Week 8

◇M 29 Feb: Researched Argument. Introduce Researched Argument paper and Proposal; lines and stanzas in “Did I Miss Anything”

Due: Midterm Portfolio. Campus Evaluation FFN, Midterm Letter, Midterm Feedback Sheet, and College Advice FFN with my feedback

HW: Read “Let the Colors Run” in *CCSS* 28-34; read “The Road Not Taken,” “Portrait of a Hometown,” and “The Fat Black Woman Versus Politics” on eCampus; “Midterm Evaluation” in *JAC* 79 (optional)

◇W 2 Mar: Imagery. Poetic imagery in “The Road Not Taken,” “Portrait of a Hometown,” and “The Fat Black Woman Versus Politics”; introduce Ode to my Major assignment

HW: Ode to my Major; read “Which Side Are You On?: An Evolution of Appalachian Protest Songs—Abstract” on eCampus; read 2a “Exploring a Topic” in *EW* 20-21; watch “Abstracts and Proposals” video on eCampus

◇F 4 Mar²: Proposals. Goals for a professional proposal; strategies for proposing a paper in “Which Side Are You On?—Abstract”

Due: Ode to my Major

HW: Read “Salt Fish—Abstract” on eCampus; read “Drinking Deaths Draw Attention to Old Campus Problem” in *CCSS* 49-51; read 6-6b “Writing to Make Something Happen in the World” and 37a “Beginning the Research Process” in *EW* 53-55 and 178-179

► Week 9

◇M 7 Mar: Proposals, Again. Conveying a purpose and stakes in “Salt Fish—Abstract” and “Drinking Deaths Draw Attention to Old Campus Problem”; identifying the stakes for your Researched Argument

HW: Peer review draft of the Proposal

◇W 9 Mar: Peer Review. Purpose and stakes analysis; professional tone and style analysis

HW: Proposal FFN; read “Developing Your Database Search Strategy” in *JAC* 112-113

◇F 11 Mar: Library Databases. Scholarly research strategies using library databases to find articles; introduce Annotated Bibliography assignment

Due: Proposal FFN

HW: Read “Sticky Fingers on the Information Superhighway” in *CCSS* 78-85; read “What Should Research Notes Look Like” and “Evaluating Your Information” in *JAC* 100-103 and 118-120; watch “Database Searching (*Ebscohost*)” and “Database Searching (*JSTOR*)” videos on eCampus

► Week 10

◇M 14 Mar: In-Class Research; *meet in Library Room TBA*; “Keywords and Synonyms” in *JAC* 104; guided research time

² Midterm Grades Due

HW: Explore section 41 “MLA Style” in *EW* 208-254; read “A False Wikipedia ‘Biography’” in *CCSS* 176-179; watch “MLA Citations” and “Hanging Indents” videos on eCampus

◇W 16 Mar: MLA Citations. Purposes, structures, and importance of citation in scholarly work; “Practicing MLA Citations” in *JAC* 126

HW: Bring two scholarly sources from your own research; read “Visiting Grandmother: A Question About the Ethics of the Friendly Teaching Persona” on eCampus

◇F 18 Mar³: Practicing Citations. Citations in “Visiting Grandmother”; practice citing your two sources

HW: Annotated Bibliography FFN; read “The Toulmin Model” in *JAC* 26-27; read “Universities Seeing a Gender Gap in Enrollments” in *CCSS* 58-60; watch “The Toulmin Model” video on eCampus

► Week 11

◇M 21 Mar: *Spring Recess, No Class*

◇W 23 Mar: *Spring Recess, No Class*

◇F 25 Mar: *Spring Recess, No Class*

► Week 12

◇M 28 Mar: Toulmin Model. Toulmin Model as a guide to argument; Toulmin elements in “Universities Seeing a Gender Gap in Enrollments”

Due: Annotated Bibliography FFN

HW: Read “Rogerian Argument” in *JAC* 28; watch “Rogerian Argument” video on eCampus

◇W 30 Mar: Rogerian Argument. Public debate: should WVU be a tobacco free campus?

HW: Read “Thinking About Purpose and Organization” in *JAC* 135-137; read 2d “Planning and Drafting” in *EW* 23-25; read “Traditional Outline Template” on eCampus; read “The Nontraditional Student in You” in *CCSS* 169-173

◇F 1 Apr: Outlining. Purpose of and strategies for outlining; traditional outlining vs. alternative outlining methods; introduce Outline assignment

HW: Read “Polemical Arguments” in *JAC* 24; read 3d “Making an Argument” and 3e “Organizing an Argument” in *EW* 39-44; watch “Polemical” and “Aristotelian Syllogism” videos on eCampus

► Week 13

◇M 4 Apr: More Argumentation. Strengths and weaknesses of the polemic; structure, strengths and weaknesses of the syllogism

HW: Outline; read 38b “Taking Notes” and 39a “Integrating Quotations, Paraphrases, and Summaries” in *EW* 193-198 and 199-200; watch “Incorporating Quotations” video on eCampus

◇W 6 Apr: Incorporating Evidence. Quote, summary, and paraphrase; analyzing evidence in “Universities Seeing a Gender Gap in Enrollments” and “The Nontraditional Student in You”

Due: Outline

³ Last Day to Drop a Class

HW: One copy of Researched Argument draft; read 29 “Writing to the World,” 30 “Language that Builds Common Ground,” and 32 “Word Choice” in *EW* 146-148, 149-152, and 154-160

◇F 8 Apr: Individual Conferences in Colson G07, No Class

► Week 14

◇M 11 Apr: Checking the Basics. Read Researched Argument carefully to make sure it fulfills assignment requirements, achieves your rhetorical goals, and meets audience expectations

HW: Peer review draft of the Researched Argument

◇W 13 Apr: Peer Review. Introduce Revision, Final Portfolio, and Final Letter; “Peer Review Workshop” in *JAC* page 141

HW: Researched Argument FFN; Draft of College Advice paper; watch “Three Tiers of Revision” video on eCampus

◇F 15 Apr: Revision. Tiers of revision, reading aloud for errors

Due: Researched Argument FFN

HW: Draft of Campus Evaluation

► Week 15

◇M 18 Apr: Revision. Looking for three part structures, the fat draft

HW: Draft of Researched Argument

◇W 20 Apr: Revision. Reverse outlining, homonym errors

◇F 22 Apr: Presentation. Strategies for presenting a scholarly paper, crash course in public speaking

► Week 16

◇M 25 Apr: In-Class Student Presentations; course evaluations

◇W 27 Apr: In-Class Student Presentations

HW: Final Portfolio. Final Portfolio Feedback Sheet, Final Letter, Final College Advice, Final Campus Evaluation, Final Proposal, Final Annotated Bibliography, Final Researched Argument, all FFNs with my feedback

◇F 29 Apr: *Last Day of Class*. In-Class Student Presentations

Due: Final Portfolio. Final Portfolio Feedback Sheet, Final Letter, Final College Advice, Final Campus Evaluation, Final Proposal, Final Annotated Bibliography, Final Researched Argument, all FFNs with my feedback

► Finals Week

◇F 6 May: Portfolio Pick Up at Colson G07, times 9:30-12:30