

## English 102: Composition and Rhetoric

Section: 407

<Spring Semester 2013—MWF 11:00 PM-11:50 AM, 315 Percival and 314A Percival>

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Instructor: Jason Kapcala

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Office: 707 Allen Hall (**primary**)

G113 Lyons/Bennett (secondary)

Mailbox: Lyons/Bennett copy room

Office Hours: MW 9:00 to 10:00 AM

& by appointment

### **Required Texts:**

Atwan, Robert and David Brooks, eds. *Best American Essays 2012*. New York: Mariner Books, 2012. Print.

Lunsford, Andrea A. *Easy Writer*. 4th Ed. Boston: Bedford/St. Martins, 2010

Undergraduate Writing Committee, WVU, eds. *Joining Academic Conversations*. 5th Ed. Plymouth, MI: Hayden-McNeil, 2011. Print.

### **Required Materials:**

- A notebook for class notes and in-class writing.
- Access to a computer for using MIX email (<http://www.mix.wvu.edu>), eCampus (<https://ecampus.wvu.edu/>) and the English 102 LibGuide (<http://libguides.wvu.edu/english102>)

### **Course Description:**

*I argue very well. Ask any of my remaining friends.*

*I can win an argument on any topic, against any opponent.*

*People know this, and steer clear of me at parties.*

*Often, as a sign of their great respect, they don't even invite me.*

—Dave Barry

Rhetoric is the study of how language works and how to make it work well. All human beings are somewhat skilled in rhetoric in more or less intuitive ways. But the difference between intuitive rhetoric and conscious, artful, and articulate rhetoric is something like the difference between walking and dancing, or between tossing a ball around and playing an organized sport. Our goal in English 102 is to develop that skill. Doing so requires learning to write with a coherent—even eloquent—sense of audience and purpose, and with a strategic sense of design. In order to do so, we must also learn to read (and listen) rhetorically, with a critical yet open-minded attention to the methods employed by others, lest we put ourselves in powerless situations; lest we become the dupe of others.

Effective writing skills are essential to success in *every* field of study and work. In English 101 (and its equivalent courses), you gained valuable experience generating ideas, organizing your thoughts, considering your audience, and controlling style and mechanics, as a means to becoming a rhetorically savvy writer and a successful thinker both inside and outside of the university classroom. English 102 picks up where you left off by building on these substantial abilities, expanding on them, and emphasizing *research* and *argument*. It is a process-based course, which means that you will begin with informal writing, critical thinking, and active reading, before moving on to formal writing, peer reviewing, revision, and finally reflection. Think of it as walking into a cocktail party where the guests are already involved in an ongoing conversation—in order to join in and add your own perspective, you must first figure out what the people who came before you already said. By the end of this course, you should be able to find and assess information, distinguish between reliable and unreliable sources, shrewdly analyze and evaluate the ideas presented by others, and resolve questions and problems effectively and persuasively in a variety of contexts.

When you come to college, you bring your individual self(s), your personal histories, your beliefs, your prior schooling, your regional or national origin, your rich cultural heritage. You are not expected to check your individual identity at the door on the way in as you might a hat or a coat. Therefore, while this course will help you develop facility with writing and rhetorical competencies, it is also about the intersection of the personal and the public, the private and the social in your writing, your reading, your thinking, and your life. As the instructor, I can create a safe yet provocative environment, but it will take your active presence and willingness to work to make this a strong learning experience for yourself and for others.

### **Course Requirements:**

Participation (10%): This is not a lecture course, but rather a course that relies on discussion. You are expected to attend every class and make a commitment to both me and your peers to actively engage in our conversations. To earn an A grade in participation, you should speak at least once every class and offer something valuable to our conversations. One cannot learn through osmosis while asleep, nor can one read the newspaper, do crossword puzzles, eat lunch, check email, and/or listen to MP3s while participating in classroom activities in this course. If you are caught doing any of those things, or if you hinder class discussion or fail to prepare adequately for class, you will be marked absent, and I will ask you to leave. In this world, verbal courage counts. Be confident! Spirited participation may help borderline grades, just as failure to participate may hinder them. Part of your participation grade will be based on the quantity and quality of feedback you give to your fellow students in peer review. A minimum of one entire class period will be devoted to each peer review assignment.

Informal Writing (20%): This may include but is not limited to homework, in-class writing, reading quizzes, reflections, prewrites, freewrites, rewrites, response papers, journal entries, and other brief assignments. Informal writing is graded on quantity, relevancy, and regularity. These exercises are a place for you to gather your thoughts. I may ask volunteers to share their freewrites in class, but I will never force you to do so. Please note that as a college student it is expected that you be capable of engaging in ten to fifteen minutes of sustained writing each class.

Portfolios (70%): There will be five typed formal assignments due this quarter. Each project will arise from our reading, informal writing, and group work. Formal work will go through multiple

revisions before being submitted as a portfolio for a grade. The portfolios will be graded according to the instructor's professional judgment of the overall quality of the writing, taking into account the course goals, the effort put into revision, and the criterion listed in the Grade Descriptors provided in JAC on pages xvi-xvii. This is a college level course, and you are expected to be comfortable with the mechanics of writing; that is, to understand and use proper grammar, syntax, and punctuation in order to communicate effectively. *Easy Writer* offers guidelines and activities to help you with these mechanics. The Writing Center is another resource available to you—to help you to brush up on your understanding of basic skills, but also to support you in all aspects of the writing process. Formal assignment prompts will be handed out in class. Departmental policy requires that you complete at least 20 pages of formal writing in this course.

**Policies:** Please read the Preface to *Joining Academic Conversations* carefully.

**Absences/Tardiness Policy:** English 102 is a workshop course. For those of you who are not familiar with the term “workshop,” dictionary.com provides a useful definition:

***Workshop*** (noun) – a seminar, discussion group, or the like, that emphasizes exchange of ideas and the demonstration and application of techniques, skills, etc.

Obviously, you cannot perform these activities if you are not present. Therefore, regular attendance is both expected and required, and your grade will be lowered for poor attendance, down to and including “F.” If you miss a class (or scheduled conference), it is your responsibility to get the lecture and discussion notes from a classmate. If you miss more than three hours of class time (e.g., **three classes** or scheduled conferences), for whatever reason—illness, athletic injury, job interview, general malaise or melancholy, poor astrological outlook, brunch in the White House rose garden, black death, deluge, harvest season, inflamed hammertoe, your hamster’s scheduled veterinary appointment, opening day of trout season, concerns over any and all future Mayan apocalypses, lunch with your favorite Kardashian, the feast day of your great aunt’s patron saint, your roommate’s wisdom tooth operation—you can expect your overall grade to be lowered by one letter grade for each additional absence. Chronic or excessive tardiness will also lower your grade, as will active disengagement. If you are sick or have a personal emergency, please let me know by email before class. Being here is the most important part of this class. That said, I understand that personal reasons may prevent you from attending class on rare occasions. You never have to explain why you are absent, and you shouldn’t bring me doctor’s excuses—that’s why I give you three absences, to save up and use responsibly only when you absolutely have to. If you participate in a sport or some other university sanctioned event or activity that requires you to miss class, *do not* take this course during your travel season.

**Late Formal Paper Policy:** Late work will not be accepted for credit except under extraordinary circumstances and only after negotiating a prearranged extension. All Final-for-Now drafts will be collected digitally via email (more information on Electronic Submission below) and will be due by midnight of the assigned due date (unless otherwise noted). If you turn your paper in late or incomplete, you forfeit your opportunity to receive written instructor feedback on your work and you will incur a grading penalty.

Cell Phone Policy: I strongly advise that either you not bring a cell phone to class or you make sure that it is set to the silent or vibrate function so as not to disturb the class. If you text message on your phone while class is in session, you will be marked absent, and you will be asked to leave.

Social Justice Discourse Policy: In this class and in our discussions, readings, and writing throughout the quarter, we will be examining ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression; challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. Respect must be shown at all times when addressing each other. Racism, sexism, heterosexism, and other forms of discrimination (spoken or written) are unacceptable and will not be tolerated. This includes saying things like “that’s gay” or “that’s retarded.”

Academic Integrity: There is no reason under any circumstance to plagiarize in this class. Have confidence in yourself and in your words and ideas! I want to hear *your* thoughts. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, submitting work of another person or work previously used in other courses, or tampering with the academic work of other students. It demonstrates contempt for ethical standards, your instructor, and your peers. If you are caught plagiarizing or committing any other form of academic dishonesty, you will receive an unforgivable F for the course. For more information, please see *Joining Academic Conversations* p. xiii.

On Accommodations: West Virginia University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course or if you have questions about physical access, please talk to me as soon as possible.

***WVU Writing Center***

**Location:** G02 Colson Hall

**For an Appointment, call:** (304) 293-5788

***West Virginia University Office of  
Disability Services***

**Location:** G-30 Mountainlair

**Phone:** (304) 294-6700

**Email:** access2@mail.wvu.edu

***Office of Student Life***

**Location:** 116 Elizabeth Moore Hall

**Phone:** (304) 293-5611

## How to Electronically Submit Your Work

In the interests of adopting technology in our classroom and in order to cut down on the amount of paperwork we create in a single semester, you will be submitting your Final-for-Now drafts electronically via email, and I will be responding electronically. In order to do this efficiently and effectively, there are some instructions you will need to follow.

### File Format

All files should be sent as Word Documents (.doc or .docx) or as Rich Text Format files (.rtf) for those who use a different word processing program. To save a file as an RTF, you should go to “Save As” and select the appropriate file extension from the pull-down menu.

Your file should be named with your section number, your name, and the paper type (you may abbreviate). For example:

405 – Brett Bretterson – AE

### Email Address

All files should be sent to the following email address:

Kapcala.portfolios@gmail.com ← (don't forget the period between Kapcala and portfolios)

Do **not** send your formal writing to my other email address (the one listed on the syllabus) unless:

1. You have been instructed to do so by me
2. You encounter some failure or error when trying to send to the address above. (In other words, as a backup plan.)

Vice versa, do **not** send regular correspondence to the address above. Use the email listed on my syllabus.

### Email Format

When sending an email, it is important to present yourself in a professional manner. Therefore, we are going to adhere to this practice in our class. Your emails should include the following:

1. A subject line formatted as follows: YOUR SECTION NUMBER – YOUR NAME – YOUR PAPER TYPE. Abbreviations are fine. For example:

405 – Brett Bretterson – AE

2. Some form of salutation (“Hi, Jason” or “Dear Jason” are both acceptable).
3. A brief body message. For example:

Attached for your feedback is my Framed Narrative, “Swimming to Heaven.” I look forward to your response.

4. A sign off (“Sincerely” will work just fine). And your full name (first and last).

### Due Date:

Rough drafts will be printed out and brought to class for peer review on the dates listed on your syllabus, unless I indicate otherwise. Final-for-Now drafts are due by midnight of the date listed on the assignment prompt (and in the syllabus). Late papers will not be accepted, except with a prearranged extension.

### Errors:

If you run into any problems (e.g. email is returned unsent, you do not receive a confirmation message telling you that I received your paper, you cannot open or read the feedback I return to you), please contact me *immediately* at the email address listed on your syllabus to let me know what is going on.

Failure to correctly name or format your file will result in that file being sent back to you for correction, so please follow these instructions closely.

### Tentative Course Schedule

(This schedule is subject to change as needed according to progress)

**Official University “No Class” Days:**

MLK Day: Monday, January 21

Spring Break: Saturday, March 23-Sunday, March 31

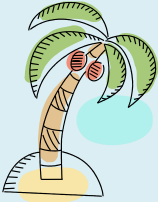
JANUARY		
Monday	Wednesday	Friday
<p>14 (<i>Late Registration Fee in Effect after Jan. 14</i>) 315</p> <p>Ice Breaker Syllabus In-Class Writing: Letter of Introduction</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Purchase Textbooks</li> <li>• Ready Syllabus and fill out Student Agreement</li> <li>• Read Introduction (<i>JAC ix-xix</i>)</li> <li>• SW #1: Type and Finish Letter of Introduction</li> </ul>	<p style="text-align: right;">315</p> <p>16</p> <p>Share Expectations and Goals JAC Quiz Introduce “This I Believe Essay” Activity: This I Believe</p> <p><b>Due Today:</b> SW #1: Letter of Introduction</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read <i>JAC</i> p. 54-55</li> <li>• Edmundson, “Who Are You and What Are You Doing Here?” (<i>Best American</i> 89-101)</li> </ul>	<p style="text-align: right;">315</p> <p>18 (<i>Last day to register and add new courses is 1/18</i>) 315</p> <p>SW #2: Who Are You and What Are You Doing Here? Discuss Edmundson Reading</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read “Purposes of Argument/Kinds of Argument” (eCampus)</li> </ul>
<p>21 <b>NO CLASS—MLK DAY</b></p>	<p style="text-align: right;">315</p> <p>23</p> <p>Group Activity: Big News on Campus Discuss Argument—Purposes, Occasions, Kinds</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Finish Rough Draft for Peer Review</li> </ul>	<p style="text-align: right;">315</p> <p>25</p> <p style="text-align: center;"><b>PEER REVIEW</b></p> <p><b>Due Today:</b> Rough Draft of “This I Believe Essay”</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read <i>JAC</i> pp. 39-43</li> <li>• Read “Just the Facts--Logos” (eCampus)</li> <li>• Revise “This I Believe Essay”</li> </ul>

JANUARY/FEBRUARY		
Monday	Wednesday	Friday
28 314A Discuss Rhetorical Appeals Group Activity: Hard Evidence Homework: <ul style="list-style-type: none"> <li>• Read “From the Heart--Pathos” (eCampus)</li> <li>• Read Clendinen, “The Good Short Life” (<i>Best American</i> 63-66)</li> <li>• Revise “This I Believe Essay”</li> </ul>	30 314A SW #3: Slogans and Emotions Discuss Clendinen Reading <b>Due Today:</b> Final-for-Now Draft of “This I Believe Essay” Homework: <ul style="list-style-type: none"> <li>• Read “Establishing Character—Ethos”</li> <li>• Find Your Editorial</li> </ul>	1 314A Introduce Editorial Evaluation Discuss Ethos Homework: <ul style="list-style-type: none"> <li>• Read Gladwell, “Creation Myth” (<i>Best American</i> 139-153)</li> <li>• Read “Evaluations” (eCampus)</li> <li>• Find Your Editorial</li> </ul>
4 <b>NO CLASS—RESEARCH/WRITING DAY</b>	6 315 Workshop Activity: Your Editorial and the Rhetorical Triangle Homework: <ul style="list-style-type: none"> <li>• Read <i>JAC</i> pp. 44-46</li> <li>• Read “Structuring Your Argument” (eCampus)</li> </ul>	8 315 Discuss Toulmin Group Activity: Comparing Notes Homework: <ul style="list-style-type: none"> <li>• Read <i>JAC</i> 49-50</li> <li>• Read “Fallacies of Argument” (eCampus)</li> <li>• Read Murray, “How Doctors Die” (<i>Best American</i> 231-235)</li> </ul>

FEBRUARY/MARCH		
Monday	Wednesday	Friday
11 314A Activity: Fallacy Mix and Match Discuss Murray Reading Homework: <ul style="list-style-type: none"> <li>Work on Rough Draft</li> </ul>	13 <b>NO CLASS—CONFERENCES</b> <b>MEET IN MY OFFICE</b> <b>(707 ALLEN)</b> Homework: <ul style="list-style-type: none"> <li>Finish Rough Draft for Peer Review</li> </ul>	15 314A <b>PEER REVIEW</b> <b>Due Today:</b> Rough Draft of “Editorial Evaluation Essay” Homework: <ul style="list-style-type: none"> <li>Revise Editorial Evaluation</li> </ul>
18 315 <b>Due Today:</b> Final-for-Now Draft of “Editorial Evaluation Essay” Homework: <ul style="list-style-type: none"> <li>Bring a copy of your works cited page to class</li> </ul>	20 315 Works Cited Workshop Homework: <ul style="list-style-type: none"> <li>Read Epstein, “Duh, Boring” (<i>Best American</i> 102-110)</li> </ul>	22 315 Discuss Epstein Reading Introduce Midterm Memo Homework: <ul style="list-style-type: none"> <li>Read <i>JAC</i> pp. 30-32</li> </ul>
25 314A Memo Workshop Homework: <ul style="list-style-type: none"> <li>Work on Midterm Memo</li> </ul>	27 <b>NO CLASS—CONFERENCES</b> <b>MEET IN MY OFFICE</b> <b>(707 ALLEN)</b> Homework: <ul style="list-style-type: none"> <li>Finish Midterm Memo</li> </ul>	1 ( <b>Mid-Semester point</b> ) 314A Introduce Proposal SW #5: The Gift of Time <b>Due Today:</b> Midterm Memo Homework: <ul style="list-style-type: none"> <li>Read <i>JAC</i> p. 12</li> <li>Read “Proposals” (eCampus)</li> <li>Decide on Topic</li> </ul>



MARCH		
Monday	Wednesday	Friday
<p>4 315</p> <p>Activity: Developing a Research Focus Discuss Proposals—Needs and Problems Share Topics</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read Vargas, “Outlaw” (<i>Best American</i> 262-273)</li> <li>• Read <i>JAC</i> p. 3</li> <li>• Work on Research Proposal</li> </ul>	<p>6 (Mid-Semester Grades Due) 315</p> <p>Finish Sharing Topics Discuss Vargas Reading</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on Research Proposal and bring a draft to next class</li> </ul>	<p>8 315</p> <p>Workshop Proposals Introduce Annotated Bib.</p> <p><b>Due Today:</b> Research Proposal (due over weekend)</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read “Annotated Bibliographies” (eCampus)</li> <li>• Work on Annotated Bibliography</li> </ul>
<p>11 314A</p> <p>SW #6: What Do You Already Know? Introduce 102 LibGuide Look at Sample Annotations</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read <i>JAC</i> pp. 61-66 and pp. 115-117</li> <li>• Work on Annotated Bib.</li> </ul>	<p>13 314A</p> <p>Activity: The Information Cycle Discuss Types of Evidence</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on Annotated Bib.</li> </ul>	<p>15 314A</p> <p>Discuss Research Databases and Note Taking Strategies</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read Arnold, “You Owe Me” (<i>Best American</i> 29-42)</li> <li>• Work on Annotated Bib.</li> </ul>
<p>18 <b>NO CLASS—CONFERENCES</b></p> <p><b>MEET IN MY OFFICE (707 ALLEN)</b></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on Annotated Bib.</li> </ul>	<p>20 315</p> <p>Discuss Arnold Reading Activity: MLA Quiz</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Finish Annotated Bib.</li> </ul>	<p>22 (<b>Last Day to Drop</b>) 315</p> <p>Introduce Argument Essay</p> <p><b>Due Today:</b> Annotated Bibliography</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on your Argument Essay over break</li> </ul>

MARCH/APRIL		
Monday	Wednesday	Friday
<p>25 <b>NO CLASS—SPRING BREAK</b></p> 	<p>27 <b>NO CLASS—SPRING BREAK</b></p>	<p>29 <b>NO CLASS—SPRING BREAK</b></p>
<p>1 314A</p> <p>SW #7: Plan of Action and Concerns Review Argument Essay Prompt Discuss Considering Audience</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read <i>JAC</i> p. 13</li> <li>• Work on Argument Essay</li> </ul>	<p>3 314A</p> <p>Activity: Thesis Statements and Road Maps</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Read Slater, “Killing My Body to Save My Mind” (<i>Best American</i> 255-261)</li> <li>• Work on Argument Essay</li> </ul>	<p>5 314A</p> <p>Discuss Slater Reading Activity: Clumping</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on Argument Essay</li> <li>• Read Yang, “Paper Tigers” (<i>Best American</i> 274-296)</li> </ul>
<p>8 <b>NO CLASS—CONFERENCES</b></p> <p><b>MEET IN MY OFFICE (707 ALLEN)</b></p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Work on Argument Essay</li> </ul>	<p>10 315</p> <p>Discuss Yang reading</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Finish Rough Draft of Argument Essay</li> </ul>	<p>12 315</p> <p><b>PEER REVIEW</b></p> <p><b>Due Today:</b> Argument Essay Rough Draft</p> <p>Homework:</p> <ul style="list-style-type: none"> <li>• Revise Argument Essay</li> </ul>

APRIL/MAY		
Monday	Wednesday	Friday
15 314A SW #8: Revision Plans <b>Due Today:</b> Argument Essay Final For Now Homework: <ul style="list-style-type: none"> <li>• Read <i>JAC</i> p. 14</li> </ul>	17 314A Activity: Revising Introductions Homework: <ul style="list-style-type: none"> <li>• Read <i>JAC</i> p. 15-16</li> </ul>	19 314A Activity: Revising Conclusions Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> </ul>
22 315 Activity: Revising Essay Structure In-Class Revision Workshop Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> </ul>	24 315 Activity: Titles In-Class Revision Workshop Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> </ul>	26 315 Editing and Grammar Workshop Introduce Cover Letter Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> </ul>
29 314A Activity: Moving Beyond the Classroom Mini-Conferences (in class) Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> <li>• Work on Portfolio Cover Letter</li> </ul>	1 ( <i>May 2 is the Last Day to Withdraw from the University</i> ) 314A Cover Letter Workshop Mini-Conferences (in class) Homework: <ul style="list-style-type: none"> <li>• Revise Essays for Final Portfolio</li> <li>• Finish Portfolio Cover Letter</li> </ul>	3 ( <b>Last Day of Classes for Spring semester</b> ) 314A SEIs Writing Contest Entries Class Farewells <b>Due Today:</b> Final Portfolio <b>Have a wonderful summer!</b>

**\*\* Portfolios Returned During Finals Week in My Office\*\***

MAY FINALS WEEK				
Monday	Tuesday	Wednesday	Thursday	Friday
13	14 <b>PORTFOLIO RETURN</b> (11:00 AM- Noon)	15	16	17

*JAC = Joining Academic Conversations*

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**Student Agreement:**

Please read carefully and return to your instructor:

I have read the syllabus and the introduction to *Joining Academic Conversations* and I understand the policies and expectations of this course, including the attendance policy, the discourse policy, the academic integrity policy, the late paper policy, the social justice policy, grading criteria, and the instructor’s policy towards cell phone use in class. I understand that it is my duty as a student to follow these policies as they are written.

Student Name (print) \_\_\_\_\_ Email: \_\_\_\_\_

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_