
English 102: Composition and Rhetoric II

Spring 2013**Section: 021 CRN: 15694****Location: Clark 111****Time: 11:30-12:20 MWF****Instructor: Kayla Kreuger McKinney****Email: kkreuger@mix.wvu.edu****Mailbox: 100 Colson Hall****Office: Colson Hall 228****Telephone: 293-3107****(for messages only)****Office Hours: 12:30-1:15 Mon. and Weds. and by appointment**

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. **Students who text, check messages, or listen to ipods in class will be asked to bring their device to the front of the class for the remainder of the class. If the problem occurs again, you will be asked to leave class and to take an absence for the day. Do. Not. Text. In. My. Class.**

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. I do not allow laptops in the classroom except on revision days.

- **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. If

you wish for me to understand that you are prepared for class, you must prove this through discussion. I will not assume that you are prepared simply because you are in your seat.

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

Ecampus documents (these will always be posted the weekend before they are due for reading)

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 1:30-12:15 on Monday and Wednesday 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 an 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. This piece plus an observation piece will be used as scaffolding for your third major paper. (2-3 pages)
- **Short Writes:** These small writing samples are usually assigned as homework.
- **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)

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 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 cannot 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:

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|---|-----|
| ▪ 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. 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.

By signing here, I, _____, state that I have read and understood the contents of this syllabus. I will adhere to the rules stated here for the duration of this class.

Signature _____ -

Date _____

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 January 14: Introduction, Overview, Obsessions
Homework: Short-write one: introducing yourself, review syllabus and JAC

Week One: Wednesday January 16:
Due Today: Short write One
Activities: Common culture, cultural literacy, lenses
Homework: Ecampus Harry Potter and Popular Culture

Week One: Friday January 18
Due Today: Harry Potter reading
Activities: discussing rhetoric with the JAC, pop culture biography, thesis statements
Homework: Ecampus reading and short write 2: pop culture biography

Week Two

Week Two: Monday January 21: No Class, MLK, Jr. Day
Wednesday January 23:
Due today: Short write two and Ecampus reading
Activities: The Rhetorical Triangle and Zombies
Homework: print textual analysis prompt and common paper mistakes (Ecampus)
Extra credit: zombies and you as shortwrite
Week Two: Friday January 25
Due today: prompt and common paper mistakes
Activities: Discuss paper 1 and common paper mistakes, writing interesting sentences, MLA overview
Homework: Read Sample Analysis Text (Ecampus) and bring to class

Week Three

Week Three Monday January 28
Due Today: Sample Textual Analysis
Activities: write sample textual analysis in class together and discuss peer review strategies

Homework: complete 1-1 and ½ pages for peer review
Wednesday January 30
Due Today: Peer Review Draft
Note: You will not be permitted to remain in class without a peer review draft
Activities: Peer Review
Homework: Complete draft revisions and write down questions for conferences
Friday February 1: No Class, conferences
Note: conference times will be announced in class. Unless otherwise notes, conferences are always located in Colson 228.

Week Four

Week Four: Monday February 4
Due Today: Textual Analysis Final-for-Now. Note: you will be able to revise for the final portfolio.
Activities: Discussing visual arguments, groups will design a visual argument in class, vocabulary for analyzing visual arguments
Homework: Read 15 Advertising Appeals on Ecampus
Wednesday February 6
Due Today: Ecampus reading
Activities: discussion of the reading and which appeals work best, groups will now revisit their earlier argument with these appeals
Homework: Short write 3: discuss a time when a commercial or other visual argument strongly appealed to you, print sample from Ecampus
Friday February 8:
Due Today: short write three and visual argument example
Activities: sample visual analysis in class
Homework: finish 1-1 and ½ pages for peer review

Week Five

Week Five: Monday February 11:
Due Today: draft for peer review
Activities: peer review
Homework: revisions and questions for conferences
Wednesday February 13: No Class: Conferences
Friday February 15
Due Today: final-for-now Visual Analysis
Activities: reviewing the goals of the course, responding to peer review and other aspects of the class, identifying problem areas in your writing

Homework: print reflection and checklist for the midterm portfolio
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Week Six

Week Six Monday February 18:
Due Today: checklist and reflection prompt
Activities: introduce goals of the midterm portfolio, explain grading and work on reflection in class
Homework: complete reflection and bring papers to class
Wednesday February 20
Due today: papers to be revised
Activities: in class revision
Homework: continue revisions
Friday February 22: No class, portfolio conferences
Homework: print audience analysis prompt

Week Seven

Week Seven: Monday February 25
Activities: discussing demographics and the audience analysis
Homework: complete portfolio
Wednesday February 27
Due today: midterm portfolio
Activities: analyzing audiences in class
Homework: short write 4: analyzing television or commercials, ecampus reading, and sample audience analysis
Friday March 1: You've made it to midterm! ☺
Due today: short write 4 and ecampus reading
Activities: discussing the reading and sample audience analysis
Homework: complete 1- 1 and ½ pages for peer review

Week Eight

Week Eight Monday March 4:
Due today: draft for peer review
Activities: peer review
Homework: revisions and conference questions
Wednesday March 6
No class: conferences
Friday March 8
Due today: audience analysis final-for-now
Activities: reviewing interests, obsessions, in class interviews
Homework: print research proposal prompt and sample works cited pages

Week Nine

Week Nine Monday March 11:
Due today: research proposal prompt and sample works cited pages
Activities: discussing what makes research credible, how to

do research, the research cycle, how pop culture may affect research
Homework: do a database search, library search, and google/ google scholar search on your topic. What results did you find? What problems did you face? (Short write 5)
Wednesday March 13:
Due today: short write five
Activities: library workshop
Homework: finalize topic and begin research proposal
Friday March 15: out of class work day on the research proposal
Week Ten
Week Ten: Monday March 18
Due today: research proposal
Activities: topic sentences and outlining
Homework: create an outline for your final paper (short write 6) and ecampus reading
Wednesday March 20
Due today: short write 6 and ecampus reading
Activities: stations on paraphrase, quotations, citations, works cited page
Homework: 2 page draft for peer review
Friday March 22
Due today: draft for peer review
Activities: peer review
Homework: revisions

SPRING BREAK! Enjoy your time off!

Week Eleven

Week Eleven Monday April 1:
Activities: getting back to writing with short writing activities
Homework: email peer review by 5 PM Thursday
Wednesday April 3: email peer review; CC to instructor
Friday April 5
Due today: final-for-now final paper
Activities: discussing the final portfolio and remaining goals for the course
Homework: print portfolio checklist

Week Twelve

Week Twelve
Monday April 8
Due today: final portfolio checklist
Activities: reflective memo
Homework: bring portfolio to class

Wednesday April 10
Due today: portfolio in class
Activities: writing revision plan
Homework: complete revision plan and begin revisions
Friday April 12: no class, conferences to discuss revisions
Week Thirteen
Week Thirteen: Monday April 15
Activities: Reviewing the goals of English 102 and how they have functioned in each paper, discussing rhetoric beyond 102
Homework: continue revisions, bring portfolio to class
Wednesday April 17
Activities: in class revision day
Homework: select revision of your choice for peer review
Friday April 19
Activities: blind peer review
Homework: continue revisions
Week Fourteen
Week Fourteen Monday April 22:
Activities: letter to someone about to take 102
Homework: bring reflective memo to class
Wednesday April 24
Due today: reflective memo
Activities: additions to memo, peer review
Homework: ecampus reading
Friday 26
Due today: ecampus reading
Activities: incorporating descriptive language
Homework: revisions
Week Fifteen
Week Fifteen
Monday April 29: No Class, out of class revision day
Wednesday May 1
Activities: presenting your best work and SEIs
Homework: complete the final portfolio with annotations
Friday May 3
Due today: Final Portfolio
Graded portfolios will be handed back during finals week