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## English 102: Composition and Rhetoric II

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### Spring 2013

Section 004

MWF 8:30-9:20am

123 Armstrong Hall

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**Overview.** 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.

**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.

These five major goals will produce important outcomes that are measurable and applicable to work you will be asked to complete for other courses, too. How can these five goals be translated into outcomes? Read on. By the end of English 102, you should be able to:

- Find and assess information
- Think critically
- Choose and distinguish between reliable and unreliable sources
- Organize and develop an argument
- Persuade people in different circumstances by being aware of rhetorical contexts
- Revise, edit, and proofread your own and others' work
- Work collaboratively
- Use technology for research and text production
- Feel comfortable with standardized written English (the English of school and business) and know how to use it in writing.
- Understand the need for and logic of documentation systems to give credit to the work and ideas of others.

**Course Policies and Procedures.** 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. NOTE: Because this is a workshop class, attendance is mandatory and rarely open to negotiation.

## Additional Policies

- Tardies will directly affect your class participation grade. After accumulating three tardies, each additional tardy will lower your participation grade by one third of a letter (taking an “A” to an “A-“, for example). Be sure to come to class on time each day.
- If you are absent, it is YOUR responsibility to contact me via email to find out what you missed so that you can be prepared for the next class session.
- There will be no use of cell phones in class of ANY kind. If you are seen using a cell phone in class (to talk, text, check emails and messages, etc.) you will be given a tardy for the day without being notified. Please turn phones off and put them away before class begins. This policy also applies to using the computers inappropriately during class time (such as web surfing during discussions/lectures).
- Disk and computer malfunctions are **NOT** acceptable excuses for late work. It is your responsibility to submit any and all work on time regardless of these occurrences. In fact, an important requirement of each assignment is your ability to produce work under a deadline. Therefore, always be sure to back up your saved work in two places (preferably by emailing it to yourself), and to avoid waiting until the last minute to submit your work. **Having an assignment written but not submitted on a due date will result in a late paper grade.**
- In case of e-campus malfunctions, any work due can be emailed as an attachment by its due date. If you are ever unsure whether your submission went through e-campus’s assignment page, feel free to use email as a back-up. It is your responsibility to double check whether your work was submitted properly.
- If you turn in a late short write, it will be penalized one point for each class day late. If you turn in a Final-For-Now draft of one of the four major essays late, its overall grade in your final portfolio will drop ONE LETTER for each class day late. Assignments will only be accepted up to a week after the initial due date. Afterwards, they receive a zero.

**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.

**Social Justice.** I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

**Texts and Materials.** Please purchase the following three required texts:

- *Joining Academic Conversations: English 102* (5th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2011.
- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Bedford: Boston, 2009.
- Lunsford, Ruszkiewicz, and Walters. *Everything’s an Argument without readings*. (6th ed.) Boston: Bedford/St. Martin’s, 2012.
- In addition to these three required texts, you will also need to access your MIX account and the class WVU e-campus page regularly. You will also use the English 102 LibGuide to begin your research process. **The URL is <http://libguides.wvu.edu/english102>.**

**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 point 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 first 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 at Week 7 and Week 15. You will submit a portfolio of your work twice for evaluation: once at mid-semester and once at the end of the course.

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that portfolio and reflection at week 7, your instructor will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to *JAC*, the course syllabus, and the course rubric located on the inside back cover of *JAC*. The major assignments included in this submission will be the “final-for-now” drafts of the infomercial and editorial analyses (see below), but you will also include short writes, in class activities, and other evidence of your progress to date.

At the end of the semester, you will be asked to write a second memo, this one addressing the formal writing you have completed for the course and encompassing your work for the entire semester. You will have an opportunity to revise any work that you submitted for the midterm portfolio. In addition to the news analysis and editorial analysis from the first half of the semester, you will also include your research proposal, an annotated bibliography and an extended argumentative essay.

**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.

I will provide you with detailed assignment sheets 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's an overview:

### **Midterm Portfolio**

- Infomercial Analysis (4+ pages): Write an essay in which you debate the effectiveness of a TV infomercial in terms of how well it connects with its intended audience. Consider carefully its use of rhetorical appeals, examining criteria like tone, format, evidence, etc.
- Editorial Analysis (4-5+ pages): Select an editorial or an in-depth news column on a controversial issue that interests you. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.
- Reflective Writing (1-2 pages). English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

### **Final Portfolio**

- Research proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access libguide for 102 on our WVU eCampus webpage.
- Annotated bibliography (7+ sources). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the

source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use libguide for 102.

- Argumentative essay (6+ pages). This is the culmination of the work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.
- Reflective Writing (2 pages). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

**Informal Writing (20%).** 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 15-20 pages. You will receive a midterm informal writing grade and a final semester grade. These grades are "frozen" and based upon short writes that can not be revised. Please see *Informal Writing Grade Descriptors* for more information.

**Participation (10%).** 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:

▪ Portfolio Writing: revised, written work from 5 major assignments	70%
▪ Short Writing Assignments and Homework	20%
▪ Participation	10%

**Grade Descriptors for English 102.** I will follow the descriptors provided in JAC on pages xvi-xvii. These let you know what is expected of you in terms of participation, informal writing, and 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 I use in reviewing and evaluating your final portfolio.

### **ENGL 102 SCHEDULE OF WORK DUE (Subject to slight changes announced in class)**

The Schedule of Work due includes Class Activities, Due Dates, and Homework. The Class Activities may explain what will be covered on any given day, but you should bring your textbooks to all class meetings. As you read above, we may make changes as appropriate, so plan to be present at all times. The Due Dates identify when something is to be submitted. The Homework information from the day before explains how you are to prepare for each class meeting.

### Schedule of Work

\*\*Subject to change according to progress.

January		
Monday	Wednesday	Friday
<p>14 Class Activities: Introductions; syllabus</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Buy books; read ENGL 102 Policies and Procedures on ecampus</p>	<p>16 Class Activities: Review readings and books Submitting assignments via ecampus</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 1 of EA; submit "Test Assignment"</p>	<p>18 (<i>Last day to register and add new courses</i>) Class Activities: Introduce Infomercial Analysis Discuss readings</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Watch 30 min. infomercial by Tues. and take notes; Read Ch. 2 of EA; Short Write 1</p>
<p>21 <b>MLK Day—No Classes</b></p>	<p>23 Class Activities: Discuss readings Emotional Appeals</p> <p><b>Due Today: Short Write 1</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 3 of EA</p>	<p>25 Class Activities: Discuss readings Character Appeals</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Short Write 2 Read Ch. 4 of EA</p>
<p>28 Class Activities: Peer Review Guidelines; Logical Appeals; Outlining Activity</p> <p><b>Due Today: Short Write 2</b></p> <p>-----</p> <p>-----</p> <p>Homework: Peer Review draft of Infomercial Analysis; Bring TWO copies to class</p>	<p>30 Class Activities: Peer Review Conference sign-ups</p> <p><b>Due Today: 2 copies of Infomercial Analysis</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>	<p>Feb 1 Class Activities: One-on-one conferences</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>

February		
Monday	Wednesday	Friday
<p>4</p> <p>Class Activities: Introduce Editorial Analysis 102 Libguide and Lexis Nexis</p> <p><b>Due Today: Final-for-Now of Infomercial Analysis</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 7 of EA</p>	<p>6</p> <p>Class Activities: Toulmin Model Activity</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Short Write 3</p>	<p>8</p> <p>Class Activities: Documenting Sources MLA Citations</p> <p><b>Due Today: Short Write 3</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 5 of EA</p>
<p>11</p> <p>Class Activities: Logical Fallacies Discussion and Activities</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 6 of EA</p>	<p>13</p> <p>Class Activities: Integrating/Introducing Sources Effectively/Synthesis</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Find additional source for Editorial Analysis</p>	<p>15</p> <p>Class Activities: Introduce Researched Essay Assignments and Mid-Term Memo</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 18 of EA</p>
<p>18</p> <p>Class Activities: Discuss Readings; Outline exercise</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>	<p>20</p> <p>Class Activities: Peer Review Conference sign-ups</p> <p><b>Due Today: 2 copies of Editorial Analysis</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>	<p>22</p> <p>Class Activities: One-on-one conferences</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>
<p>25</p> <p>Class Activities: One-on-one conferences</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework:</p>	<p>27</p> <p>Class Activities: Choosing an appropriate topic</p> <p><b>Due Today: Final-for-Now draft of Editorial Analysis along with Mid-Term Portfolio</b></p> <p>-----</p> <p>---</p> <p>Homework: Read Ch. 6 of EA</p>	<p>Mar 1 (<i>Mid-term</i>)</p> <p>Class Activities: Questionnaire Activity</p> <p><b>Due Today:</b></p> <p>-----</p> <p>---</p> <p>Homework: Locate potential internet sources</p>

March/April		
Monday	Wednesday	Friday
<p>4 Class Activities: Research resources/avenues Research Proposal <b>Due Today:</b> ----- --- Homework: Read Ch. 19 in EA, Pick issue for project</p>	<p>6 Class Activities: Picking and Analyzing Sources for a Proposal <b>Due Today:</b> ----- --- Homework:</p>	<p>8 Class Activities: Subjective vs. Objective Research Questions; Conference sign-ups <b>Due Today:</b> ----- --- Homework:</p>
<p>11 Class Activities: One-on-one conferences <b>Due Today:</b> ----- --- Homework:</p>	<p>13 Class Activities: One-on-one conferences <b>Due Today:</b> ----- --- Homework:</p>	<p>15 Class Activities: Alternate Research Questions; Creating an Annotated Bib. <b>Due Today: Research Proposal</b> ----- --- Homework: Read Ch. 16 of EA; Short Write 4</p>
<p>18 Class Activities: Discuss Readings; Sample Annotations <b>Due Today: Short Write 4</b> ----- --- Homework:</p>	<p>20 Class Activities: Determining Types of Argument <b>Due Today:</b> ----- --- Homework:</p>	<p>22 (<i>Last Day to Drop</i>) Class Activities: Peer Review/Workshop <b>Due Today:</b> ----- --- Homework: Finish Annotated Bib.</p>
<p>25 <b>Spring Break—No Classes</b></p>	<p>27 <b>Spring Break—No Classes</b></p>	<p>29 <b>Spring Break—No Classes</b></p>
<p>Apr 1 Class Activities: Evaluative Research Audience Analysis <b>Due Today: Annotated Bibliography</b> ----- --- Homework: Short Write 5</p>	<p>Apr 3 Class Activities: Devil’s Advocate Activity <b>Due Today: Short Write 5</b> ----- --- Homework:</p>	<p>Apr 5 Class Activities: Devil’s Advocate Wrap-up <b>Due Today:</b> ----- --- Homework: Short Write 6; Read Ch. 19 of EA</p>

April/May		
Monday	Wednesday	Friday
<p>8 Class Activities: Review Readings; Conference sign-ups</p> <p><b>Due Today: Short Write 6</b> ----- ----- Homework:</p>	<p>10 Class Activities: One-on-one conferences</p> <p><b>Due Today:</b> ----- ----- Homework:</p>	<p>12 Class Activities: One-on-one conferences</p> <p><b>Due Today:</b> ----- ----- Homework:</p>
<p>15 Class Activities: Peer Review</p> <p><b>Due Today: TWO copies of Researched Essay (at least 5 pages)</b> ----- ----- Homework:</p>	<p>17 Class Activities: Introductions/Conclusions</p> <p><b>Due Today: Final-for-Now draft of Researched Essay</b> ----- ----- Homework:</p>	<p>19 Class Activities:</p> <p><b>Due Today:</b> ----- ----- Homework:</p>
<p>22 Revision Plans/Strategies for Earlier Essays; Final Memo</p> <p><b>Due Today:</b> ----- ----- Homework: Revise one of first two essays for final peer review (Bring TWO copies)</p>	<p>24 Class Activities: Peer Review</p> <p><b>Due Today: TWO copies of revised essay</b> ----- ----- Homework:</p>	<p>26 Proofing/Editing Methods</p> <p><b>Due Today:</b> ----- ----- Homework:</p>
<p>29 Assembling portfolio, writing beyond ENGL 102; Conference sign-ups</p> <p><b>Due Today:</b> ----- ----- Homework:</p>	<p>May 1 Class Activities: One-on-one conferences</p> <p><b>Due Today:</b> ----- ----- Homework:</p>	<p>May 3 Class Activities: Course evaluations</p> <p><b>Due Today: Final Portfolio</b> ----- ----- Homework: Do well on your finals!</p>

Final portfolios will be returned by final exam time slot.