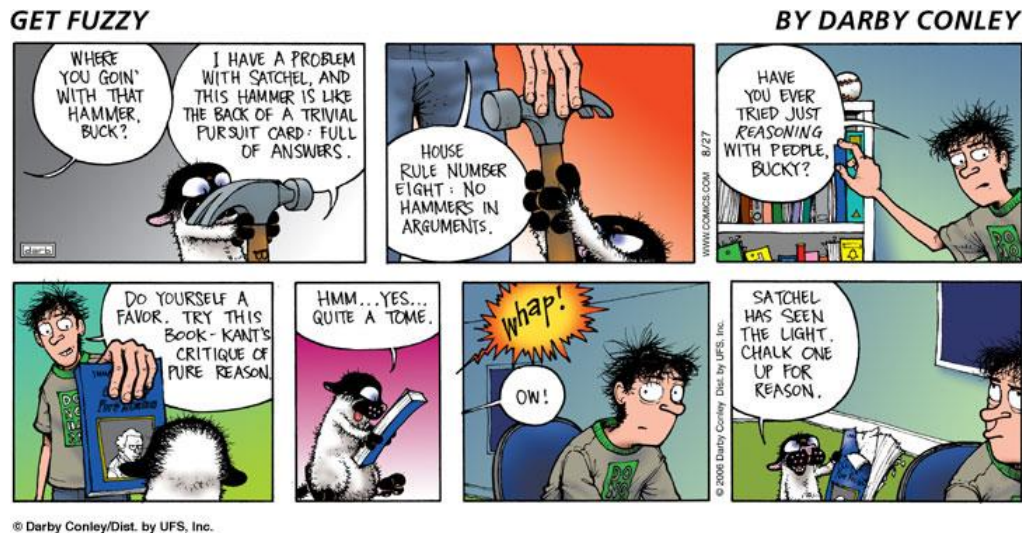


## English 102: Composition and Rhetoric

Spring 2012-MWF 11:30-12:20 102.19 Woodburn Hall 110

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*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*

**Introduction:** Throughout this semester you will engage with a variety of rhetorical situations to develop ideas about how people argue. Your experiences should not only help you foster good writing in the course, but also inform the way you approach your writing outside of the composition classroom. Skills in generating ideas, stating opinions clearly, developing and organizing cogent essays, and thinking about audience (who will read your writing and why) are all writing skills essential to success in *every* field of study and work. It is crucial to look at writing as a partnership with reading. Learning to be a critical reader (learning to identify elements of argument in written work, recognizing rhetorical strategies, studying style, tone, diction, and grammar) promotes conscientious writing. Every student in this course is expected to become proficient in college level reading and analysis.

The cumulative goals for this course are similar to what you might remember from English 101:

1. argue effectively and persuasively in a variety of contexts
2. explore and evaluate ideas
3. integrate research effectively
4. know the rules of genre conventions, editing, and source documentation
5. understanding writing as a process.

This course emphasizes the writing process, particularly pre-drafting, drafting, and revision. By the end of English 102, you should be able to think critically about rhetorical situations, perform and document academic research, and organize and develop an effective and persuasive argument in a variety of rhetorical contexts.

I encourage students to visit the WVU Writing Center at any point in the semester. The Writing Center can provide guidance for any of the assignments. The Writing Center is located at G02 Colson Hall (lower level). Please call to make an

<sup>1</sup> Image: Conley, Darby. "Get Fuzzy." *Google Images*. Google. Web. 24 October 2012.

appointment—304-293-5788. [http://english.wvu.edu/centers\\_and\\_projects/wcenter/](http://english.wvu.edu/centers_and_projects/wcenter/) Alternatively the Downtown library offers term paper clinics. You need to submit a request for a meeting; however, the librarians are flexible and would love to help with any writing concerns.

**Policies and Procedures**<sup>2</sup>: English 102 is a workshop course, and the main focus is responding to writing, reading, and research. It is a class that encourages collaborative learning through small and large groups, formal and informal writing activities, peer responses and conferences. Because the course depends on your active participation during every class meeting, regular and on-time attendance is critical to your success in this class. This course demands a high level of engagement and investment. The following policies are designed to help support optimal learning in this course.

Attendance: Your attendance is mandatory for success and thus the English departmental has an attendance policy that states the following: you may miss up to **THREE** classes without any adverse effects, a fourth absence, **for any reason**, will compromise your grade as much as one full letter. Each additional absence will lower your final grade up to an additional letter grade (six or more absences can result in a failing grade).

***Please note:** All absences will count toward the total number of absences, and this policy starts from the moment you are registered in the course. There are no excused/unexcused absences; I strongly recommend that you save your absences for illnesses or emergencies. If you miss a day when an assignment is due, it is considered late unless you have notified me of extenuating circumstances.*

Though absences are not excused/unexcused, I do encourage you to communicate with me about your attendance. If you have been absent you should plan to talk to me about the material you missed.

Tardiness: Arriving late is stressful for you and for the class; please make every attempt to arrive promptly. Excessive tardiness will compromise your participation grade and will result in accumulating an absence(s). During attendance I do note if you are more than 10 minutes tardy to class.

Conferences: Missing a conference will be counted the same as missing class.

Homework: It is your responsibility to know what homework is due each class period. If you know that you are going to be absent please email another student for the homework assignment. You can find a roster of emails either on ecampus or on MIX (My Courses). Though I try to follow the syllabus, occasionally I will need to make adjustments in order to provide better opportunities to learn certain material. **Late work will not be accepted.** Late “Final For Now” drafts will not be read until the final portfolio submission, and therefore will not have revisions suggestions from me.

Arriving to class unprepared (i.e. not having completed reading assignments or homework) is the same as late work. If you do not have the materials prepared for class discussion I will ask that you leave class to catch-up and you will receive an absence for the day.

Electronic Devices: While you are in English 101 your focus should be on the material from the course. Please turn off your cell phones for the duration of class. **If your cell phone becomes a distraction you will be asked to leave and you will be counted absent for the day.** Keep other electronics put away while in class.

Computer Lab: Access to the computer lab is a privilege; **please do not bring food or drinks into the lab.** It is extremely important that you remain engaged with the material, if you choose to check your email, facebook, or any other internet site unrelated to the course I will ask you to leave and you will lose your participation grade for the day. The library has multiple computers for students to use during operating hours. **PLEASE NOTE: Check the syllabus for the dates when class will be held in the Colson computer lab.** We will have to be flexible as the computer labs have a limited availability, sometimes

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<sup>2</sup> Official English department policies and procedures are posted on ecampus.

we might have to switch days or meeting places in order to have access to technology. I will do the best I can to give you plenty of notice ahead of our meeting time. See *Easy Writer* pgs. WVU-5-6.

**Peer Review:** A good peer review is an invaluable tool for all writers. You will participate in multiple peer review sessions, and I ask that you be considerate of your partner. Be timely and prepared for peer review and provide the best feedback possible.

**Cheating/Plagiarism:** I take any form of plagiarism very seriously, that includes purchasing papers, copy others' work, missing citations and/or bibliographies, and "recycling" work from previous courses. If you have any questions about what might be considered plagiarism or cheating, please do not hesitate to talk to me before or after class during my office hours. Students are expected to be familiar with the sections on Academic Honesty in the **University Student Conduct Code, Policy Bulletin 31**, which is online at: <http://studentlife.wvu.edu/studentconductcode.html>. **If you feel unprepared to properly document your use of sources please come to my office.** Plagiarism and cheating are serious offences. Clear cases will result in an "F" for the course and appropriate academic discipline. See *Easy Writer* pgs. WVU-7-9.

#### Texts:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden McNeil Publishing, 2012. Print.
- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Boston: Bedford/St. Martin's, 2010. Print.
- Escholz, Paul and Alfred Rosa. *Models for Writers: Short Essays for Composition*. 10<sup>th</sup> ed. New York: Bedford/St. Martin's. 2010. Print.

#### Supplementary to the Texts:

- MIX account and WVU eCampus page regularly. **I recommend that you check your email before class each day. I regularly post any changes due to weather, classroom availability or other unpredictable elements as well as changes and reminders about classroom work.** I will post links to reading assignments or PDF readings in ecampus at least 1 class period before they are due.
- 2-pocket folder or large envelope
- Thumb/Jump Drive
- Printer or Mounty Bounty for library printing
- Notebook (bring to class daily)
- Access to Hulu, Amazon or itunes

**Evaluation:** My philosophy about grades is simple: I am very pleased to assign the grade that you *earn*. I use a variety of tools to communicate with you how to improve the skills necessary for success in this course, and if you ever have any questions about your work or the course requirements please come and see me during office hours.

Like English 101, this course emphasizes the writing process. That means that most of your final grade is based on evaluation of your final portfolio. There are two assignments that you cannot revise: the Prospectus and the Annotated Bibliography. The rest of your formal writing will receive written feedback that provides suggestions for revision—you will not receive a grade. You can use the following rubric to gauge the factors that determine your grade:

**A:** The writer's ideas are well-developed, original, and show critical analysis. The paper is clear and concise. The paper provides an appropriate level of context. There is a clear argument supported with close reading and research. Paper follows proper MLA citation format, includes a Works Cited page, and has few grammatical errors.

**B:** The writer's ideas show considerable care and attention; the paper show good development and provides important details. There is some context provided, and the writer provides a tentative argument, but ultimately the author needs to work on clarity and structure. There may be some grammar or syntax issues. The paper includes correct MLA format, citations, and a Works Cited page.

**C:** The writer's ideas and structure are acceptable, but may need more thought and development. The author may need to make more effort to master syntax, grammar, and argument structure and/or develop a thoughtful and focused analysis of the text. The author may not have included context to help develop ideas. The paper may have issues with MLA format, and includes a Works Cited page.

**D:** The writer has made an initial effort to meet the assignment requirements. The paper lacks a clear argument and shows little or no analysis of the text. The paper may propose an opinion rather than an argument supported with evidence, specifically a close reading of the text. MLA citations need improvement or may be missing.

**F:** The paper does not meet minimum assignment standards (does not achieve the assignment's technical goals, does not present a focused or thoughtful analysis of the text, does not offer a clear argument supported with close reading or research, does not use MLA citation, and/or the reader summarizes others' ideas rather than constructing his/her own argument).

**Your grade is based on the following:**

**Participation (10%):** Attending class is important; however, your participation is assessed based not only on attendance, but also on your investment in class activities and discussion, and your ability to respect and work well with others. The following is a list of some of the activities that affect your participation grade: in-class discussions, classroom activities (including pop quizzes), in-class writing and homework assignments. I use the following rubric to determine your participation grade:

**A:** You are prepared for every class period and contribute to class discussion (almost 😊) everyday; this includes bringing the course materials on a daily basis. You have insightful and relevant contributions and go above and beyond an average engagement with the day's readings/activity. You respond to your peers comments and questions and help facilitate dialogue.

**B:** You are prepared for every class period and contribute to most class discussions; you usually have the course materials. Comments are relevant and insightful and demonstrate a careful reading of the texts assigned. You respond to other's comments on a regular basis and take on an active role in class activities.

**C:** You are typically prepared for class and contribute to class discussion approximately half of the time; you bring the course materials about half of the time. Sometimes your contributions are off-topic or prevent dialogue from moving forward. During group work, you take on a quiet role.

**D:** You rarely comment or add insight to class discussion; you rarely bring the course materials. You do not display your preparedness for class, which is reflected by class discussion and/or low quiz scores. You may show little interest in the material and are off task during class (reading non-relevant material, sending text messages, sleeping, etc.).

**F:** You arrive late to class, are unprepared for class discussion/activities, distract others, intentionally offend or become argumentative, fail to follow the classroom policies and procedures and/or have missed class excessively.

**Informal Writing (30%):** *See assignment prompts for more information.*

**Ecampus Discussions (approximately 1 page each):** You will participate in 3 discussion postings. You will have specific responsibilities for researching, posting and leading discussions via ecampus. I will post an assignment prompt the weekend before the discussion starts. Follow the directions on the prompt—please be sure to note the due dates of the assignment. The Ecampus discussions will follow this schedule:

Week:	Topic:
April 1 <sup>st</sup>	Current Events
April 5 <sup>th</sup>	Logical Fallacies
April 8 <sup>th</sup>	Lincoln-Douglas Debate

- **Research Paper Presentation (5 minutes):** At the end of the semester you will prepare an informal presentation of your Researched Argument. A visual component is expected.
- **Peer Review Letters (approximately 1 page, single spaced each):** For the peer reviews I will ask you to provide a letter documenting your observations about your partner's paper.
- **Semester Reflection (1-2 pages):** At the end of the semester you will write a final reflection about your participation, learning, and overall experience in English 102.
- **Informal Essays (1 ½-2 pages):** You will write four brief essays that practice writing in a variety of rhetorical contexts.

**Formal Writing (60%):** See assignment prompts for more information.

- **Visual Analysis Argument (2-3 pages):** You will explore visual rhetoric to develop a thesis-driven argument that explores the effectiveness of advertising campaigns.
- **Critical Analysis Argument (2-3 pages):** You will use critical analysis of a piece of writing to build a thesis-driven essay. Your paper should demonstrate a clear understanding of rhetorical form and use specific evidence to support your claim.
- **Cause & Effect Argument (2-3 pages):** Using academic sources, you will discuss the cause and effect relationship of an event or situation.
- **Illustrative Argument (2-3 pages):** You will identify a specific social concern or problem to discuss. This paper will challenge your use of rhetorical appeals. You will have a source requirement to help contextualize your work.
- **Research Paper Preface & Annotated bibliography (6+ pages):** This paper will provide the groundwork for a researched argument paper. Your preface will introduce readers to your topic, provide a brief summary of the current scholarship, and make a fresh claim. You will use academic research methods to find and read sources that will support your claim. The paper will list each source in MLA format and follow, with an annotation, which is a brief summary and evaluation of the source that identifies the content, quality, and relevance of the source cited.
- **Researched Argument (6-7 pages):** This is the culmination of the semester's work. You will use a variety of source material to develop your thesis-driven paper. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay that you will present to a diverse audience. An informal presentation of your work is paired with this assignment.

### Schedule of Work

**PLEASE NOTE:** This schedule is subject to change according to class progress and performance. Homework may be added or deleted as determined by assessment throughout the semester.

EW- Easy Writer

MFW-Models for Writers

Date:	Discussion:	Homework:
January 14 <sup>th</sup>	Syllabus	Read Syllabus & EW pgs. WVU 5-9  Sign Contract
January 16 <sup>th</sup>	<b>Meet in Colson Hall, G18 Computer Lab</b> 1. Plagiarism Review, 2. Computer Lab Policies 3. Ecampus 4. Assign Narration Essay	Informal Essay: Narration Essay, Due January 23rd  Read MFW 94-97, 98-99, 169-172, 174-179, 180-182
January 18 <sup>th</sup>	Paragraphs & Unity	
January 21 <sup>st</sup>	<b>NO CLASS- LABOR DAY</b>	
January 23 <sup>rd</sup>	Rhetorical Triangle Review	Read MFW 73-76, 82-85
January 25 <sup>th</sup>	1. Thesis Statements 2. Visual Analysis Paper	Make appointment for Office Hours-Bring Topic for Visual Analysis Argument  Read/watch the link "Time's 10 Worst Ads" & "Most Offensive Ads" (ecampus)
January 28 <sup>th</sup>	Visual Analysis	Read "Hard Cases" (ecampus)  Topic for Visual Analysis Paper due in-class
January 30 <sup>th</sup>	Visual Analysis	
February 1 <sup>st</sup>	Visual Analysis & Peer Review Assignment	<b>Rough Draft Visual Argument Due electronically by 8pm</b>
February 4 <sup>th</sup>	<b>NO CLASS : MEET FOR CONFERENCES Date &amp; Time:</b>	Read MFW 474-478

		<b>Peer Review Due electronically by 8pm</b>
February 6 <sup>th</sup>	1. Critical Analysis Paper 2. Assign Definition Essay 3. Reading Critically—Comparing & Contrasting	Watch Grimm, Season 1, episode 5 “Danse Macabre”  Read PDF “Pied Piper” (ecampus)  Informal Essay: Definition Essay, Due February 11 <sup>th</sup>
February 8 <sup>th</sup>	Critical Analysis	Read Grimm’s “Little Red Riding Hood” & Watch “Once Upon a Time” Season 1, Episode 15 (“Red Handed”)  Topic for Critical Analysis paper due in-class  <b>“Final for Now” Visual Argument (Hardcopy due in class)</b>
February 11 <sup>th</sup>	Critical Analysis	Watch <i>Snow White &amp; the Huntsman &amp; Mirror, Mirror</i>
February 13 <sup>th</sup>	Critical Analysis	<b>Rough Draft Critical Analysis Argument Due electronically by 8pm</b>
February 15 <sup>th</sup>	<b>CLASS CANCELLED</b>	<b>Peer Review Due electronically by 8pm</b>
February 18 <sup>th</sup>	<b>NO CLASS : MEET FOR CONFERENCES Date &amp; Time:</b>	
February 20 <sup>th</sup>	<b>Meet in Colson Hall, G18 Computer Lab</b> 1. Data Analysis 2. Assign Division & Classification Essay	Informal Essay: Division & Classification Essay, Due February 25 <sup>th</sup>  Read MFW 504-511
February 22 <sup>nd</sup>	Assign Cause & Effect Paper	Read MFW 511-515  <b>“Final for Now” Critical Analysis Argument (Hardcopy due in class)</b>
February 25 <sup>th</sup>	Cause & Effect Arguments	Read MFW 519-525  Topic for Cause & Effect Paper due in-class
February 27 <sup>th</sup>	<b>Mid-term</b> Cause & Effect Arguments	Read MFW 192-195, 202-205  <b>Rough Draft Cause &amp; Effect Argument Due electronically by 8pm</b>
March 1 <sup>st</sup>	Transitions	<b>Peer Review Due electronically by 8pm</b>
March 4 <sup>th</sup>	<b>NO CLASS : MEET FOR CONFERENCES Date &amp; Time:</b>	Read MFW 217-221, 228-230  <b>“Final for Now” Cause &amp; Effect Argument (Hardcopy due in class)</b>

March 6 <sup>th</sup>	1. Effective Sentences & “Mr. Smith” 2. Assign Descriptive Essay	Read MFW 329-340  Informal Essay: Descriptive Essay (“Mr. Smith”), Due March 11 <sup>th</sup>
March 8 <sup>th</sup>	Assign Illustrative Argument Paper	Read MFW 340-346
March 11 <sup>th</sup>	Illustrative Arguments	Read MFW 346-357  Topic for Illustrative Argument Paper due in-class
March 13 <sup>th</sup>	Illustrative Arguments	<b>Rough Draft Illustrative Argument due electronically by 8pm</b>
March 15 <sup>th</sup>	Reading Academic Sources	Read EW WVU 10-16, 12-25 (1a-2j)  <b>Peer Review Due electronically by 8pm</b>
March 18 <sup>th</sup>	<b>Meet in Colson Hall, G18 Computer Lab Library Research, pt. 1</b> 1. Introduction to Annotated Bibliography 2. Topic Generation	Read MFW 552-557  <b>“Final for Now” Illustrative Arugment (Hardcopy due in class)</b>
March 20 <sup>th</sup>	<b>Meet in Colson Hall, G18 Computer Lab Library Research, pt. 2</b> Academic Research	Read EW 184-197, MFW 43-59
March 22 <sup>nd</sup>	<b>NO CLASS : MEET FOR CONFERENCES</b> <b>Date &amp; Time:</b>	
March 25 <sup>th</sup> -31 <sup>st</sup>	<b>SPRING BREAK—NO CLASS</b>	
April 1 <sup>st</sup>	Library Research Day	Ecampus Discussion #1  Read & complete “Fallacies” handout
April 3 <sup>rd</sup>	Logical Fallacies, pt. 1	
April 5 <sup>th</sup>	Logical Fallacies, pt. 2	Ecampus Discussion #2  <b>Rough Draft of Annotated Bibliography due Sunday, April 8<sup>th</sup> electronically by 8pm</b>
April 8 <sup>th</sup>	Lincoln Douglas Debate, pt. 1	Ecampus Discussion #3  <b>Peer Review of Annotated Bibliography due electronically by 8pm (no letter-just peer edited copy)</b>
April 10 <sup>th</sup>	Lincoln Douglas Debate, pt. 2	Read EW 197-204, MFW 262-67 (Opt. MFW 7-17)  <b>Annotated Bibliography Due (Hardcopy in class)</b>
April 12 <sup>th</sup>	Quotations & Synthesizing Information	Read MFW 114-118, 119-122
April 15 <sup>th</sup>	Organization	Read MFW 137-145, 146-149  <b>Rough Draft of Researched Argument due electronically by</b>

		<b>8pm</b>
April 17 <sup>th</sup>	Beginnings & Endings	<b>Peer Review Due electronically by 8pm</b>
April 19 <sup>th</sup>	<b>CLASS CANCELLED-CONFERENCES</b> <b>Date &amp; Time:</b>	Read EW 51-58, MFW 20-28  <b>“Final for Now” Researched Argument due by April 22<sup>nd</sup> electronically by 8pm</b>
April 22 <sup>nd</sup>	Meet in Colson Hall, G18 Computer Lab Revision Workshop	Revision, Portfolio, Presentation
April 24 <sup>th</sup>	Presentations	Revision, Portfolio, Presentation
April 26 <sup>th</sup>	Presentations	Revision, Portfolio, Presentation
April 29 <sup>th</sup>	Presentations	Revision, Portfolio, Presentation
May 1 <sup>st</sup>	Presentations & Final Reflection	Revision, Portfolio, Presentation
May 3 <sup>rd</sup>	<b>Last Day of Class-Final Portfolio Due in class</b>	



### Informal Writing Assignment Prompts (10 points each)

Your informal writing is designed to help you practice using rhetorical skills in less formal writing; however, you should still format your papers using MLA headings and document any source material that you use in the paper (graphics, data, etc.). All informal essays should be 1-2 pages double, spaced, 12 pt. font, Times New Roman. **Assignments that are not formatted correctly will be returned with a “Does Not Meet Requirement” grade.** Each informal essay is worth 10 points. See course rubric for a grading guideline.

**1. Narration Essay:** DUE JANUARY 23<sup>RD</sup>: Choose a reading in *Models for Writers* from the ‘Narration’ section (pgs. 357-387). Write a 1-2 page narration about an event in your life. You can use the ‘Suggested Writing Assignments’ to help inspire your work. Please document the reading that you chose at the end of your paper with the following:

Author. “Title of the Selection.” *Title of the Text*. Edition. Authors, ed. Place of Publication: Publishers,

Year of Publication. page numbers. Medium of Publication.

3-4 sentence paragraph description of the passage you read.

**2. Definition Essay:** DUE FEBRUARY 11<sup>TH</sup>: Choose a reading in *Models for Writers* from the ‘Narration’ section (pgs. 432-444). Write a 1-2 page essay using the ‘Suggested Writing Assignments’ on page 438, #2. Please document the reading that you chose at the end of your paper with the following:

Author. “Title of the Selection.” *Title of the Text*. Edition. Authors, ed. Place of Publication: Publishers,

Year of Publication. page numbers. Medium of Publication.

3-4 sentence annotation of the reading focusing on the author’s major claim and a summary of his or her key points.

**3. Division & Classification Essay:** DUE FEBRUARY 25<sup>TH</sup>: Choose a reading in *Models for Writers* from the ‘Narration’ section (pgs. 448-467). Using the data we worked with in class, write a 1-2 page essay in which you divide and classify the diseases. Be sure to think about how you will categorize the diseases—how do you catch the disease? Treatment? Prevention? Be sure to develop a clear thesis and purpose for your essay. What do you want your readers to understand about the way people died in 1604? \*\*Hint—depending on your thesis you might need to find additional data.

Please document the reading that you chose at the end of your paper with the following:

Author. “Title of the Selection.” *Title of the Text*. Edition. Authors, ed. Place of Publication: Publishers,

Year of Publication. page numbers. Medium of Publication.

3-4 sentence annotation of the reading focusing on the author’s major claim and a summary of his or her key points.

**4. Descriptive Essay (“Mr. Smith”):** DUE MARCH 11<sup>TH</sup>: Choose a reading in *Models for Writers* from the ‘Narration’ section (pgs. 387-407). Find an interesting picture or Pulitzer Prize winning photo. Describe the photo for someone who is blind. Be sure to attach the picture to your assignment.

Please document the reading that you chose at the end of your paper with the following:

Author. “Title of the Selection.” *Title of the Text*. Edition. Authors, ed. Place of Publication: Publishers,

Year of Publication. page numbers. Medium of Publication.

3-4 sentence annotation of the reading focusing on the author’s major claim and a summary of his or her key points.

### Peer Review Letters (10 points each)

For each peer review (EXCEPT FOR THE ANNOTATED BIBLIOGRAPHY) you can plan to follow this protocol:

Step One: Write a full draft of your paper.

Step Two: Log into ecampus and mail a copy of your paper to your peer review partner and CC a copy to me. In the body of the email you should ask your partner to focus on certain aspects of your paper about which you have concerns. **DO NOT FORGET TO ATTACH THE WORK.** If you do not attach the work you will not receive credit for having turned in your rough draft. (5 points) Please note: *If you are late in submitting your paper to your partner or to me, or do not email your partner, you will lose at least 2 points off of your final submission.*

Step Three: Read your partner's work carefully and thoroughly. Read your partner's work as a **critical** reader. This means that you are not questioning the work or argument in a way that shows that you are thinking about what you have learned in class. This is your chance to show me that you not only know how to be a good peer review partner, but also understand the concepts we have covered in class.

#### Use 'track changes' or the comment box feature in Word to document your peer review.

\*\*You must make notes in the margins (suggestions include: structural issues, organization issues, transitions, word choice, awkward phrases, argument fallacies, citation problems, missing evidence, etc.). Use track changes, comment boxes in the review section, or even write inside the draft with a different font color.

Step Four: Compose a one-page single-spaced feedback letter with specific, constructive advice. This letter should be directed toward your partner. It can be a somewhat informal tone, but it should be the type of letter you would want to receive. You should address the points I have listed (you can use bullet points or any other type of list format). Use professional formatting.

Plan to address (at the bare minimum):

**The Introduction:** Does the author have an interesting hook? Is there enough context to situate the reader? Is there evidence of the current conversation?

**The Thesis:** Is the thesis clear, concise and compelling? Does it suggest how the paper offers a **NEW** contribution to an ongoing conversation? Is the topic narrow enough for a 6+ page paper?

**Support & Evidence:** Does the author use sources appropriately? Do you feel as though the author maintained his or her voice throughout the paper? Are the quotes properly contextualized (i.e. no hanging quotes)? Are the citations correct? Does the author seem to have a solid understanding of the current scholarship about his or her topic? Does the author only summarize and quote the scholarship, or does the author find a way to synthesize and expand on the information?

**Structure:** Does the author have a logical progression of ideas? Does the evidence and scholarship used support the author's claim? Does the author make use of effective argument techniques (i.e. look for rhetorical appeals, logical fallacies, and the Toulmin model)?

**Transitions:** Does the author move smoothly from one paragraph to the next? Is there a sense of logical development?

**Writing Issues:** Are there any issues with mechanics (punctuation, grammar or style) that need to be addressed?

Step Five: Log into ecampus and mail a copy of your letter and the edited draft to your peer review partner; CC a copy to me. **DO NOT FORGET TO ATTACH THE WORK.** If you do not attach the work you will not receive credit for having turned in your peer review.

\*\*When you send your paper to your partner tell them what specific areas she or he should focus on. If you know that you don't like your thesis tell your reader to pay special attention to it. If you know you struggle with organization ask your partner to help. This makes reading and peer reviewing a great deal easier.

### Research Paper Presentation (10 points)

For your final 102 project you will prepare a presentation of your research paper for the class. This is a unique and important opportunity for peer review as well as platform to share your discoveries. It should generate at least one or two ideas for revision. It is also a chance for you to become familiar with oral presentation. Please be mindful of the genre. The audience should be paying close attention to your presentation; however, it is sometime difficult to follow complex arguments (particularly if they are interrupted by quotes).

Minimum requirements:

1. A walk-through of your argument. You should consider discussing your writing process, historical and contemporary context, and what led you to your current claims.
  - a. You can deliver your information through a means of your choice (a speech, a power point presentation, or you may read selections from your paper).
  - b. If you choose to read your paper please consider removing blocks quotes and turning them into summaries for the presentation.
2. A visual component.
  - a. This could be a list of statistics, a collage of advertisements, a map; anything that would support your written rhetoric. ***Remember this would fall into the category of visual rhetoric so prepare carefully.***

Please take a moment at the end of your presentation to encourage questions.

As an audience member you will write the following in an ecampus thread:

1. One suggestion for improvement
2. One question you have about the paper/project
3. One piece of praise about the paper/project

## Formal Writing Assignment Prompts

All formal writing needs to be formatted according to MLA guidelines (see *Easy Writer* page or the OWL Purdue). Assignments need to be written in 12 pt. Times New Roman font and be double-spaced. Only list the following in your heading: Name, Assignment, Date. Assignments that do not follow MLA will be returned ungraded and will receive a “Does Not Meet Requirement.”

**Visual Analysis Paper (2-3 pages): DUE FEBRUARY 8<sup>TH</sup>:** As an experienced consumer who has established views about products and services, you are able to identify different genres of advertisements. You will initially choose three print ads from magazines or on the web, or video ads found on YouTube or television that are selling the same type of product—car insurance, breakfast cereal, athletic shoes, hair products, to name a few options. The trick is to find three ads from three different manufacturers (you cannot, for example, compare adult and baby shampoos from Johnson & Johnson with an Herbal Essence/Clairol product.) Keep in mind that you will eventually eliminate one of the three ads and *focus on the best two*; also keep in mind that you will be revising your paper near the end of the semester, so it is critical that you *preserve* these ads for future review. (Be careful with your choices—if you choose a television advertisement make sure that you can find the ad on the internet because you will need to be able to view it again and I will need to be able to view it.) **\*\*You will need to provide a copy of your advertisement. If you choose a video you will need to send an electronic copy of your paper with URLs.**

Your goal is to objectively dissect these ads to determine how they work effectively for the target audience. You will need to rely upon some important rhetorical terms: the three rhetorical appeals (*logos, ethos, and pathos*), logical fallacies, and strategies for visual arguments.

Consider the following questions in helping you to shape your response:

- What is the ad selling? What evidence can you find to support your answer?
- Who is the target audience? Again, what evidence can you find?
- What are the visual appeals that the ad uses?
- What rhetorical tactics or appeals (*logos, ethos, pathos*) are used by the creators of the ads? (I.e., “We see Calvin Klein employing the pathos of envy when they...”)
- How (and how well) do these appeals work to accomplish their desired effects? (“When they show this image, they are trying to get the audience to envy the model’s physique.”)
- How are the features of the target audience affected by the appeals? (“This tactic works well because it taps into the young male audience’s feeling of insecurity and how much they want to imitate this celebrity.”)
- Why do you believe one ad is more effective than the other? Your answer to this question will become your **thesis statement**.

\*\*NOTE: You can present more unique suggestions for this paper as well. For example, you could work with propaganda posters from the 20<sup>th</sup> century or movie trailers or posters.

**Critical Analysis Argument (2-3 pages): DUE FEBRUARY 22<sup>ND</sup>:** For this paper you will be asked to critically analyze two texts (texts in the broader sense of the term meaning works). You will compare and contrast two versions of a fairy tale; you can choose to compare/contrast a film version to the original written piece, you can choose compare two different film versions of a fairy tale, or you can compare/contrast two different written versions. You must provide specific evidence from the text using both summary and quotations to support your claims (please be sure these passages are extremely brief!). Your thesis should defend a particular claim you are making about the text. This claim can either be a unique observation you have made after carefully analysis, a claim that one version is better and why, to name a couple options. I will be evaluating your thesis statements as well as your ability to write a persuasive argument that defends your claim. You must document the texts that you use following MLA formatting. There is a one source requirement for this paper; you must find and read one critical essay about your topic.

\*\*Hint-do not provide a long summary of the text. A simple 1 sentence summary for context will suffice.

**Cause & Effect Argument (2-3 pages): DUE MARCH 4<sup>TH</sup>:** For this paper I would like you to identify a common assumption (video games make kids violent, texting ruins writing skills, sports develops group work skills) and think about the relationship between cause and effect. Your opening paragraph should identify this common assumption. Your paper should either agree or disagree with this assumption and develop a rationale for your claim. Use the class discussions and readings to inspire your work. You may also want to start with a question; for example, why does the U.S. have so many laws if we are built on the principles of freedom? Or why does the U.S. have one of the highest incarceration rates? Or why do we continue to support beauty pageants? Or why do we love reality t.v.? Your work should demonstrate your ability to think critically about the relationship between cause and effect, but you may also consider how rhetorical appeals, logical fallacies, and strategies for argument influence the relationship. Be sure to cite all outside sources thatativ you use.

**Illustrative Argument (2-3 pages): DUE MARCH 18<sup>TH</sup>:** Your first step is to identify a specific social problem that you believe is particularly important. Then using a variety of forms of evidence, you will write a formal letter to a government official. Your letter should take the form of a persuasive argument; you should think about how you will use rhetorical appeals and evidence to convince your audience that your plan of action is the best solution. Consider how ethos, logos and pathos can help inform your argument and increase your effort to persuade your targeted audience. Be sure to document any source material you use.

**Basic Evaluation Criteria:**

- \*Specific, original and significant thesis.
- \*Critical overview of relevant sources that focus on supporting your thesis.
- \*Well-developed, clear sentences.
- \*Meeting assignment requirements (length of annotations, number or sources, etc.).
- \*Using MLA formatting.
- \*Appropriate use of rhetorical appeals.

**Annotated bibliography with a Preface (6+ pages): DUE APRIL 10<sup>TH</sup>:** This paper will begin with a preface, which provides context for the sources, a brief summary of the sources that will follow, and a few sentences describing how your argument contributes to this ongoing conversation. The preface is an introduction to your plans for a formal paper; you should be thinking about the questions that will drive your research; it helps you to articulate the direction of and purpose for your research; it is a plan of action. Hopefully your purpose is to encourage your audience to see a long-debated controversy in a new way. A loose outline might look like this: identify your subject (and may state the specific question driving the research), some historical and contemporary context, a potential thesis or at least the research question(s) that you plan to explore, your goals, and plans for the organization of the paper. **\*\*Hint:** For some ideas you might look at the end of MFW pgs. 525+.

An annotated bibliography is a series of source citations; each citation is followed by a description of the source that includes identifying the author's thesis, claims, support and general rhetorical strategies. This type of writing evaluates the relevancy, credibility, and effectiveness of a source. Your annotated bibliography needs to include at least **6 sources**. All of your sources should be academic works, books, chapters from books, or articles (we will be discussing at length what an academic source is, how to find academic sources, and how to evaluate academic sources). I should become moderately familiar with the source by reading your first paragraph (6-7 sentences at least). Your shorter paragraph should be 2-3 sentences.

**Please** make sure your annotations follow MLA formatting; do not depend on online generating sources, Word, or any other computer formatting program to do your work. These sources do not always provide correct citations.

Your annotations are specific descriptions of your sources. I recommend your process begin with identifying the argument.

1. Identify the author's thesis. In your own words tell me the main argument of the text.
2. Identify the author's reasons. What reasons does the author give for stating their thesis?
3. Identify the author's support. How does the author support what he or she is claiming?
4. Consider the author's key points—if someone were only to read your annotations what should they know about this article? What points could/would you potentially include in a paper?

5. Evaluate the source. What did the author do well? What did the author fail to consider? What the argument well-done? What could the author improve? Was he or she logical (if so did he or she rely on fallacious arguments?), or did he or she depending on pathetic or ethical appeals?

### **Evaluative Criteria:**

- \*A clear, well-established research question that takes a fresh look at the topic of interest to your intended audience
- \*Obvious research that reveals you have studied the issue and know your question is viable for the writing assignment it supports
- \*A well-organized and inclusive structure that explains why you want to pursue your research and how it will contribute to the academic discussions on the topic
- \*Adequate MLA style formatting of the listed sources
- \*Attention to the conventions of writing, including grammar and punctuation, word choice and varied sentence structure.
- \*Well-developed, clear sentences that provide specific descriptions of the works' argument.
- \*Meeting assignment requirements (length of annotations, number of sources, etc.)
- \*\*Please note: Because of the nature of this type of work, you will receive a fixed grade on this assignment—you will not be able to revise the work. Be sure to pay close attention to your citations and plan to spend time reading your sources thoroughly.
- \*\*Helpful website: <http://olinuris.library.cornell.edu/ref/research/skill28.htm>

**Researched Argument (6-7 pages): DUE BY APRIL 19<sup>TH</sup>:** Your Researched Argument paper is the last step in the process of the exploration of your topic. You should think of this essay as your contribution to an on-going conversation in the field of study. You will write a 6-7 page thesis-driven essay that provides a unique perspective about your topic. Your essay should provide a limited discussion of the historical and current debates as well as critical engagement of your sources. Although you will use your source material, you should not let their voices overtake your own; this paper is about developing your ideas about your topic. I will be evaluating the following:

- **Introduction:** provides general background and a clear, focused thesis statement that explains the style of argument the paper will employ. The thesis is located after the hook.
- **Background information:** the essay addresses audience needs and provides necessary information and focus to prepare for the type of argument presented
- **Argument structure:** a paper-wide awareness of academic structure, language, and proper argument structure. You should be using clear, formal language and structure to communicate a strong argument clearly with two or three major tenants of support that are clearly explained, grounded in evidence, and interpreted for the audience's benefit.
- **Quotations and Research:** you demonstrate an intelligent use of direct evidence to support your arguments and effectively mix in paraphrasing, summary, and direct quotation. You must demonstrate care in avoiding plagiarism. Your research should include at least five sources, two of which must be current (within the 1-2 years).
- **MLA, grammar, and style:** the Works Cited page carries all sources cited according to MLA and used in the text of the essay.
- **Length requirement (6-7 pages) and source requirement (6)**
- **Attention to grammar and punctuation conventions,** appropriate word choice, varied sentence structure
- **Originality and initiative**