"Language, I have often told my students, has tremendous power. It entitles some while disenfranchising others; it valorizes some ideas while denigrating others; it can open—or close—a fist or a heart…I want to convince students that if they do not work to use language to write themselves into the story of the world, then language and the language of others will write their stories instead."

-Andrea A. Lunsford, "On the Politics and Ethics of Style"

English 102, Composition and Rhetoric—Section 045
Fall 2015, MWF 2:30-3:20
Armstrong 120

Instructor: Phillip Zapkin
Office: Colson Hall G07
Office Hours: MWF 1:30-2:15
Email: pzapkin@mix.wvu.edu

Course Description
When you sit down to write a paper, email, poem, or even a Facebook status, you make compositional choices about how to convey information to an audience. These choices include selecting rhetorical strategies, building logical connections, and responding to audience expectations. And much of this work is done unconsciously.

In this course, we will learn to better understand the complex sets of choices you as a writer make when you put pen to paper (or more likely, fingers to keyboard). Understanding how you write in different situations and for different audiences gives you more control over your written communication. We will especially focus on writing for academic and/or "general" readers, and the skills and awareness you develop in this class should help you becomes more engaged and engaging students, employees, and citizens.

Required Books and Materials

This course requires three textbooks:	1. *English 102: Joining Academic Conversations* (*JAC*), 7th ed. 2015 2. *Educated Arguments* (*EA*). Norton Mix. 2015 3. Lunsford, Andrea. *Easy Writer (EW)*, 5th Custom ed. for WVU. 2014
And these additional materials:	• A two pocket folder • A notebook or binder with blank pages • A pen or pencil • MS Word • Internet access to eCampus, the WVU library databases, and MIX

Course Goals
The English department has established five goals for English 102; successful students should:
1. Demonstrate Rhetorical Knowledge
2. Develop Processes for Research and Writing
3. Demonstrate Critical Thinking through Exploration and Evaluation
4. Demonstrate Knowledge of Writing Conventions
5. Develop Knowledge of Writing in Digital Environments

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

Grade Breakdown

Formal Writing	70%
Informal Writing	20%
Participation	10%
Grades will be based on the grade descriptors found in *JAC* pages xiii-xv.	
At Midterm you will receive In-Progress grades in all categories, which will show how you are doing in the first half of the course. At the end of the semester you will receive Final Portfolio grades. These grades will be based on the rubric in the back cover of *JAC*.	
Informal writing will receive numbered grades between 1-5 (5 being highest and 1 being lowest), corresponding to the Informal Writing rubric in *JAC* page xiv.	
Final-for-Now drafts will be graded as Brainstorming, Early Stage, Middle Stage, Late Stage, or Polished drafts. These indicate how much work will be necessary to produce an excellent, scholarly Final draft.	

Written Assignments

This class requires you to produce five projects, several informal writings, and two reflective Portfolio Cover Letters. Assignment sheets with more detail about each piece of written work will be posted to eCampus under the Assignments tab.

Initially you will turn in a Final-for-Now draft of each project, and at the end of the semester you will revise all projects for the Final Portfolio.

The projects are:

1. **Education Manifesto**: In this 1,000 word (4 page) paper you will produce a polemical manifesto persuading a reader to accept an argument about education.
2. **Textbook Evaluation**: In this 1,000 word (4 page) group project you will analyze and evaluate either *JAC* or *EW*, making an argument about how effectively it presents information.
3. **Research Proposal**: This 500 word (2 page) paper will present your research topic, questions, and preliminary methodology in preparation for your Researched Argument.
4. **Annotated Bibliography**: For this assignment you will produce correct MLA (or another recognized citation format) bibliographic entries for five sources and a paragraph long analytical description of each source.
5. **Researched Argument**: For this 2,000 word (8 page) research-based paper you will develop a research question related to your major, research the subject, and compose an argumentative answer using an effective and appropriate structure.

Informal writing will generally be about 250 words (1 page) and will ask you to practice different forms of writing, produce short sections for papers, or work through pre-writing activities. These assignments will be posted to the eCampus discussion boards.

Projects will be due in class on the date listed in the Schedule below. Informal Writings should be uploaded to the Discussion Forums on eCampus before class on the due date listed in the Schedule below.

Course Policies

Attendance

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

Participation

Lecturing is not a great way to teach, and being lectured to is not a great way to learn, so this class should involve a lot of participation. Participation may take the form of full class discussion, group work or activities, reading aloud from one of our books, or otherwise engaging in the classroom. You will also have the opportunity to provide your peer feedback through the eCampus Discussion forums, where Informal Writings will be posted. This course is for you, not for me, so the more engaged you are the more you will get out of this class.

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

Academic Integrity

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

You are required to be familiar with the Student Conduct Code. Please note that you are bound by the policy whether you plagiarize knowingly and purposefully or unintentionally.

Technology

eCampus will provide additional resources and information for our class. I will post assignment sheets, videos, supplemental readings, and other useful tools.

When I receive an e-mail I always reply to it. If you don't hear back from me by the next afternoon it means I have not received the e-mail and you should resend it.

Although electronics are an important part of both modern research and modern life, it is important that personal electronics—cell/smart phones, laptops, tablets, etc.—do not interfere with class. If these devices become a distraction for you, me, or other class members, you will be asked to put them away. Please set your phone to silent or turn it off.

Late Work

Late work is unprofessional and any assignment turned in after the deadline will not receive credit. Informal Writings must be posted to the eCampus discussion board before class begins on the specified day, and Projects will be collected at the beginning of class time. Make sure to check the schedule regularly for all due dates.

Eberly Writing Studio (formerly the Writing Center)

The Eberly Writing Studio is a service your tuition dollars have already paid for. The tutors are your fellow students, and they are trained to help with all aspects of the writing process.

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

Social Justice and Accessibility Services

The West Virginia University community and I are committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

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

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the newly constructed Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is http://well.wvu.edu/ccpps, and its phone number (answered 24 hours) is 304-293-4431.

University Counseling Services

Course Schedule

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

Please Note: All readings must be done by the class period in which we will discuss them.

Week	Date	In Class	Homework/Reading
1	M 17 Aug	Introduce the course. Getting to know one another, go over the syllabus and eCampus	• Read "B—Academic Integrity Policy" in *EW* wvu5-wvu8 • Read "Goals" and "General Grade Descriptors for English 102" in *JAC* xi and xiii-xv • Read "English 102: Necessary Items and Tips Handout" in *EA* 1-3 • Watch "How to Succeed in University" video on eCampus
	W 19 Aug	Thinking about Education. What do we expect of English 102? What do the goals and policies tell us? How does this compare with other classes?	• Read "WPA Outcomes Statement for First-Year Composition" and "Learning to Read" in *EA* 30-35 and 36-42
	F 21 Aug	Using Personal Experience. Discuss "Learning to Read" and consider how, where, and why we learn	• Read "Keeping Close to Home: Class and Education" and "I Won't Hire People Who Use Poor Grammar. Here's Why" in *EA* 80-93 and 104-106
2	M 24 Aug	Valuing Education. Discuss best or worst education experiences and begin drawing conclusions	• *Education Narrative* • Read "Polemic Arguments" in *JAC* 24 • Watch "Polemic" video on eCampus
	W 26 Aug	Polemic. Strengths, weaknesses, and	• Read "Developing Strong Thesis Statements" in *JAC* 21 • Read section 2b "Developing a

		strategies for writing a polemic; polemical elements in "I Won't Hire People Who Use Poor Grammar. Here's Why" in *EA* 104-106	• Working Thesis" in *EW* 21-22 • Read "Thinking about Thinking" in *EA* 55-60 • Watch "Thesis" video on eCampus
Due	**Education Narrative** in eCampus Discussion Forum		
	F 28 Aug	Thesis and Topic Sentences. "Developing Strong Thesis Statements" in *JAC* 21; identifying thesis statements in *EA* essays	• Read "Writing an Introduction" and "How to Structure an Argument in an Essay" in *JAC* 22-23 and 18-20 • Read "How to Mark a Book" in *EA* 43-48 • Watch "Introductions" video on eCampus
3	M 31 Aug	Introductions. "Writing an Introduction" in *JAC* 22-23; analyze "Sample Introduction" in *EA* 9-10	• *Introduction* • Read section 2e "Developing Paragraphs" in *EW* 25-27 • Watch "Claim, Evidence, Interpretation" video on eCampus
	W 2 Sept	Paragraph Structure. "The Hamburger Method for Clear, Logical Paragraphs" in *JAC* 38-39; analyze "Claim-Evidence-Interpretation Sample Paragraph" in *EA* 7-8	• Read group members' Introductions in eCampus Discussion Forum
Due	**Introduction** in eCampus Discussion Forum		
	F 4 Sept	Group Conferences in Eliza's; No Class	• Read "Strategies for Writing a Conclusion" in *JAC* 60-61 • Read "Essay Formatting" and "Preparing for a Career" in *EA* 4-6 and 61-70 • Watch "Conclusions" video on eCampus
4	M 7 Sept	*Labor Day Recess; University Closed; No Class*	
	W 9 Sept	Conclusion Strategies. "Essay Formatting" in *EA* 4-6; discuss conclusion strategies and analyze conclusion in "Preparing for a Career" in *EA* 61-70	• Two copies of peer review draft of Education Manifesto
	F 11 Sept	Peer Review. "Peer Response Workshop" in *JAC* page 35; PACT analysis	• *Education Manifesto Final-for-Now*
5	M 14 Sept	Textbook Evaluation. Introduce Textbook Evaluation	• Read "Learning to Read Like a Writer" in *JAC* 12

		project; establish groups; discuss collaborative writing	• Read section 3a "Reading Critically" in *EW* 35-38 • Read "How to Write [the Perfect] Email" in *EA* 94-103 • Watch "Analysis" and "Evaluation" videos on eCampus
Due	*Education Manifesto Final-for-Now* in class		
	W 16 Sept	Evaluation. Establishing appropriate criteria and using them implicitly or explicitly; PACT as potential criteria	• Read "What is Rhetoric," "Reviewing Rhetorical Strategies," and "Looking at Rhetorical Proofs in Action" in *JAC* 1-3, 4-6, and 92 • Read "An Introduction to Rhetorical Appeals" in *EA* 28-29 • Watch "Rhetorical Appeals" video on eCampus
	F 18 Sept	Rhetorical Appeals. Review ethos, pathos, and logos	• *Product Review* • Read sections 29 "Writing to the World," 30 "Language that Builds Common Ground," and 32 "Word Choice" in *EW* 146-148, 149-152, and 154-160
6	M 21 Sept	Evaluating Language. How should a textbook use language? For what purposes?	• Read "Logical Fallacies" in *JAC* 52-56 • Read section 1h "Collaborating" in *EW* 20 • Watch "Logical Fallacies" and "Collaborative Writing" videos on eCampus
Due	**Product Review** in eCampus Discussion Forum		
	W 23 Sept	Logical Fallacies. What logical fallacies are, why they're a problem, and how to identify them; "Logical Fallacies Practice Examples" in *JAC* 57-59	• *Collaboration Plan*
	F 25 Sept	Evaluating *EA*. Do in-class practice evaluation of *Educated Arguments*	
Due	**Collaboration Plan** in eCampus Discussion Forum		
7	M 28 Sept	Group Conferences in Eliza's; No Class	• Read "From Aristotle's *Rhetoric*" on eCampus
	W 30 Sept	Beyond the Rhetorical Triangle. Additional aspects of rhetoric: political, forensic, and ceremonial rhetoric; exigence,	• Two copies of peer review draft of Textbook Evaluation

		kairos, topos, rhetorical situation	
	F 2 Oct	*Mid-Semester*. Peer Review. "Peer Response Workshop" in *JAC* page 62	• *Textbook Evaluation Final-for-Now* • *Midterm Cover Letter* • Read "Theme for English B," "Did I Miss Anything," and "When I Heard the Learn'd Astronomer" in *EA* 15-17, 18-19, 20-21
8	M 5 Oct	Researched Argument. Introduce Researched Argument project; discuss poetry and poetic responses to education	• "Midterm Evaluation" in *JAC* 79 (optional) • Read "The Road Not Taken," "Chicago," and "The Second Coming" in *EA* 22-23, 24-25, and 26-27 • Watch Taylor Mali's "What Teachers Make" and "Totally like Whatever, You Know?"
Due	**Midterm Portfolio. Textbook Evaluation Final-for-Now and Midterm Cover Letter** in class		
	W 7 Oct	Poetic Language. Using evocative language, condensing ideas and images, focusing language effectively	• *Ode to my Major* • Read "Guided Proposal Workshop" in *JAC* 91 • Read "Coal Crackers and Bleeder Entries—Abstract" in *EA* 11-12 • Watch "Abstracts and Proposals" video in eCampus
	F 9 Oct	Proposing Research. Strategies for proposing a paper in "Coal Crackers and Bleeder Entries—Abstract" in *EA* 11-12	• Read "Subjective and Objective Research Questions" in *JAC* 85 • Read section 37a "Beginning the Research Process" in *EW* 178-179 • Read "Salt Fish—Abstract" in *EA* 13-14
Due	**Ode to my Major** in eCampus Discussion Forum		
9	M 12 Oct	*Columbus Day; University Closed; No Class*	
	W 14 Oct	Research Questions. Brainstorming subjective and objective research questions; analyze "Salt Fish—Abstract" in *EA* 13-14	• *Proposal* • Read "Developing Your Database Search Strategy" in *JAC* 112-113 • Watch "Database Searching (*Ebscohost*)" and "Database Searching (*JSTOR*)" videos on eCampus
	F 16 Oct	Library Databases.	• Read "What Should Research

		Scholarly research strategies using library databases to find articles; compare Google versus database search	Notes Look Like" and "Evaluating Your Information" in *JAC* 100-103 and 118-120 • Read "Cancel Student Loan Debt to Stimulate the Economy" in *EA* 49-54
Due	**Proposal** in Class		
10	M 19 Oct	In-Class Research; meet in Library Room TBA. "Keywords and Synonyms" in *JAC* 104; in-class research time	• Explore section 41 "MLA Style" in *EW* 208-254 • Explore "MLA Documentation" in *EA* 163-179 • Watch "MLA Citations" and "Hanging Indents" videos on eCampus
	W 21 Oct	MLA Citations. Purposes, structures, and importance of citation in scholarly work; "Practicing MLA Citations" in *JAC* 126	• Bring two scholarly sources from your own research to class • Read "Sex, Drugs, Disasters, and the Extinction of Dinosaurs" in *EA* 117-126
	F 23 Oct	Practicing Citations. Discuss research and argumentation in "Sex, Drugs, Disasters, and the Extinction of Dinosaurs" in *JAC* 117-126; practice citing your two scholarly sources	• *Annotated Bibliography* • Read "The Toulmin Model of Argumentation" in *JAC* 26-27 • Watch "The Toulmin Model" video on eCampus
11	M 26 Oct	Toulmin Model. Discuss the Toulmin Model as a strategy for organizing an argument; Toulmin Model elements in "Cancel Student Loan Debt to Stimulate the Economy" in *EA* 49-54	• Read "Rogerian Argument" in *JAC* 28 • Read " Visiting Grandmother: A Question about the Ethics of the Friendly Teaching Persona" in *EA* 127-149 • Watch "Rogerian Argument" video on eCampus
Due	**Annotated Bibliography** in Class		
	W 28 Oct	Rogerian Argument. Public debate: Should WVU be a tobacco-free campus?	• Read "Incorporating Sources" in *JAC* 30 • Read section 38b "Taking Notes" and 39a "Integrating Quotations, Paraphrases, and Summaries" in *EW* 193-198 and 199-200 • Read "Plagiarism Lines Blur for Students in Digital Age" in *EA* 75-79 • Watch "Incorporating

			Quotations" video on eCampus
	F 30 Oct	Incorporating Evidence. Quote, summary, and paraphrase; analyze evidence in "Plagiarism Lines Blur for Students in Digital Age" in *EA* 75-79	• Read "Thinking About Purpose and Organization" in *JAC* 135-137 • Read section 2d "Planning and Drafting" in *EW* 23-25
12	M 2 Nov	Outlining. Purpose of and strategies for outlining; "Traditional Outline Template" on eCampus, alternative outlining methods	• *Outline*
	W 4 Nov	Using Sources. Compare use of sources in "Sex, Drugs, Disasters, and the Extinction of Dinosaurs" and "Visiting Grandmother" in *EA* 117-126 and 127-149	
Due	**Outline** in eCampus Discussion Forum		
	F 6 Nov	Individual Conferences in Colson G07; No Class	• One copy of Researched Argument draft • Read sections 1b "Meeting Expectations for Academic Writing," 1c "Considering the Assignment and Purpose," 1e "Reaching Appropriate Audiences," and 1f "Considering Stance and Tone" in *EW* 15-17, 17, 18, and 19
13	M 9 Nov	Checking the Basics. Read Researched Argument carefully to make sure it fulfills the assignment requirements, achieves your rhetorical goals, and meets audience expectations	• One peer review draft of Researched Argument
	W 11 Nov	Peer Review. Introduce revision and Final Portfolio; peer Review, "Peer Review Workshop" in *JAC* page 141	• *Researched Argument Final-for-Now* • Draft of Education Manifesto • Watch "Three Tiers of Revision" video on eCampus
	F 13 Nov	*No Class; Phillip is out of town*	
14	M 16 Nov	Revision. Thinking about three tiers of revision, reading aloud for errors	• Draft of Textbook Evaluation • Read "The Maker's Eye: Revising Your Own Manuscripts" in *EA* pages

			150-156 • Watch "Active and Passive Voice" video on eCampus
Due	*Researched Argument Final-for-Now* in Class		
	W 18 Nov	Revision. Discuss "The Maker's Eye" Reverse outlining and eliminate passive voice	• Draft of the Researched Argument
	F 20 Nov	Revision. Looking for three part structures and homonym errors Introduce In-class Student Presentations	
15	M 23 Nov	*Fall Recess; University Closed; No Class*	
	W 25 Nov	*Fall Recess; University Closed; No Class*	
	F 27 Nov	*Fall Recess; University Closed; No Class*	
16	M 30 Nov	Strategies for presenting a scholarly paper, crash course in public speaking	
	W 2 Dec	In-class Student Presentations; Course Evaluations	
	F 4 Dec	In-class Student Presentations	• *Final Portfolio*
17	M 7 Dec	*Last Day of Class*. In-class Student Presentations	
Due	*Final Portfolio* in class: *Required: Portfolio Cover Letter, Final Education Manifesto, Final Textbook Evaluation, Final Proposal, Final Annotated Bibliography, Final Researched Argument*		