

“The difference between the right word and the almost right word is the difference between lightning and a lightning bug.” -Mark Twain

English 102, Composition and Rhetoric II—Section 009
MTWRF 9-10:15—Clark Hall 410
Summer 2012

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Office Hours: MTWRF 10:30-11:30

Course Description

Our section of English 102 will build on skills you have already developed in English 101 (or an equivalent) by focusing on argumentation and the effective use of language, and providing greater attention to university level research strategies. This will help you write to address specific audiences for specific purposes.

Required Texts and Materials

- *English 102: Joining Academic Conversations (JAC)*, 6th ed. 2013
- *How We Talk—English 102 (HWT)*. 2012
- Lunsford, Andrea. *Easy Writer (EW)*, 4th Custom ed. for WVU. 2010
- Other Handouts and Readings (on eCampus)

Course Goals

In order to help you communicate more effectively in English and academia, the English department has established five Course Goals that will guide our work this semester:

1. Understand Writing as a Process, *JAC* page x
2. Argue Effectively and Persuasively in a Variety of Contexts, *JAC* pages x-xi
3. Explore and Evaluate Ideas, *JAC* page xi
4. Integrate Research Effectively, *JAC* page xi
5. Know the Rules, *JAC* pages xi-xii

Graded Work

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|---|-----|
| Portfolio | 55% |
| Informal Writing | 20% |
| Writing Journal (collected three times) | 15% |
| Participation | 10% |

Projects, Reflective Writing, Informal Writing

- *Definition Argument*: 2 full pages. Consider various definitions of an abstract concept. Define this concept within a specific context.
- *Editorial Analysis*: 2-3 full pages. Evaluate the logical and argumentative structures of an editorial. Evaluate how the author presents his/her arguments logically and rhetorically.
- *Midterm Cover Memo*: 1-2 full pages. While writing this Cover Memo, reflect on the work you've done to this point in the semester, and develop a plan for the rest of the course. This should follow memo format.

“Can you be expected to make a dull subject interesting? As a matter of fact, this is precisely what you are expected to do. This is the writer's essential task. All subjects, except sex, are dull until somebody makes them interesting. The writer's job is to find the argument, the approach, the angle, the wording that will take the reader with him.”
-Paul McHenry Roberts, *“How to Say Nothing in Five Hundred Words”*

- *Research Prospectus*: 2 full pages. Present your idea for a research project. Propose a specific research question and at least two sources.
- *Annotated Bibliography*: 5-8 sources. Create a list of correct MLA citations with written descriptions of each source's value, limitations, and reliability.
- *Researched Argument*: 6-8 full pages. This assignment brings together all of the skills we've worked on this semester. Use a variety of sources to construct an argument in response to a specific research question. This project will require you to evaluate and properly document sources to support a position.
- *Final Cover Memo*: 1-2 full pages. While writing this Final Cover Memo, reflect on the work you've done throughout the semester and how these skills will benefit you in the future. Again, follow memo format.
- *Informal Writing*: Usually ½ to ¾ page. There will be a number of informal writing assignments for each project, intended to develop your thinking and provide a foundation for your projects.

Course Policies

Social Justice

West Virginia University and I are committed to social justice. In English 102 we actively support that commitment and expect to maintain a positive learning environment based on open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Please make suggestions about how to further such a positive and open environment.

Academic Integrity/Plagiarism

The English department assumes that you will approach your academic work honestly, and that you will turn in your own original work. Failure to do so will result in a failing grade for the project, a failing grade for the course, or more serious penalties. WVU's Academic Integrity Policy states:

Faculty, students, and administrators share the responsibility to maintain the University's academic integrity. It is essential that grades measure the achievement of the individual student. Academic dishonesty includes the following: plagiarism; cheating and dishonest practices in connection with examinations, papers, and projects; and forgery, misrepresentation, and fraud. Cheating and plagiarism are condemned at all levels of University life. Refer to the official University policy on cheating and plagiarism available in the University's catalogs, and the Academic Integrity/Dishonesty Policy.

It is your responsibility to become fully familiar with the Student Conduct Code which can be found at http://studentlife.wvu.edu/office_of_student_conduct/student_conduct_code. If you are at all confused about what is or is not plagiarism, please ask.

eCampus and Other Technologies

We will use eCampus for you to turn in your assignments, and I will post assignment sheets, additional materials, supplemental readings, and other useful tools to our eCampus page. Here are a couple of things to think about while uploading files electronically:

- Save your files as .doc or .rtf files which can be opened with almost any word processing software. Avoid files that can only be opened by specific programs. This is an issue of professionalism because if a recipient cannot open a file it is like not sending it.
- Naming files can be a valuable way to organize electronic documents. Files should be labeled with your name (or your MIX ID) and a keyword indicating the assignment.
- I will return your assignments with my feedback on eCampus, and they will have _fb at the end of the file name (for feedback).
- One thing you may find useful is to save and number each draft of your writing, rather than saving new versions over older drafts. This will allow you to track revisions you make to the paper over time.

Whenever I receive an e-mail I will 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 it is your responsibility to resend it.

I recognize that electronics are an important part of both modern research and modern life, but it is important that personal electronics—cell/smart phones, laptops, the internet, 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.

Attendance

This course requires your participation and involvement, so attendance is a crucial requirement for your success. Missing class means you miss valuable learning experiences in discussions, working groups, activities, and composition practice. Your absence also deprives the whole class of your ideas and contributions. The attendance policies for this class are:

- You are allowed two absences without a penalty to your grade.
- The third and fourth absence will cost you one letter grade each from your overall grade.
- A fifth absence automatically fails you for this class.
- All absences—excused or unexcused—count towards the total number. I do not need to know why you've missed class, but it is your responsibility to contact me and make up any work you miss(ed).
- If you need to miss class for an emergency I understand that, but you must e-mail me as soon as possible to arrange to complete any missed work.

Late Assignment Policy

Late work is unprofessional and unacceptable. Particularly in a summer session we do not have time to miss due dates. Because every assignment will be turned in on eCampus, you cannot turn work in after the deadlines. The late assignment policies for this class are:

- All projects and informal writing assignments must be uploaded to eCampus by the beginning of class on the days they are due.
- Missed in-class writings cannot be made up for credit.
- I will collect Writing Journals three times during the semester, twice at random and once near the end of the semester.

Other Notes

Writing Center

The Writing Center is a service your tuition dollars have already paid for. The tutors are your fellow undergraduates, and they are trained to help with all aspects of the writing process. More info about the Writing Center can be found on page xix in *JAC*.

The Writing Center is in Colson Hall G02, near my office.

The phone number to schedule an appointment is 304-293-5788, or you can stop by the center.

Students with Disabilities

If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through Disability services in room G30 of the Mountainlair. Their phone number is 304-293-6700, their e-mail is access2@mail.wvu.edu, and their website is <http://disabilityservices.wvu.edu/>.

University Counseling Services

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about its hours, services, and location, see its website at <http://well.wvu.edu/ccpps>.

Class Schedule

Please note that this schedule is subject to change by me, but I will inform you of any changes as early as possible, in class and/or by e-mail.

M 2 July: Introduce class, course goals in *JAC*, syllabus and schedule

Due: Nothing

HW: Read “Academic Integrity” and “How Not to Plagiarize” in *JAC* pages 131-135, and 40d “Avoiding Plagiarism” in *EW* pages 201-202, reading response

T 3 July: Introduce Definition Argument assignment, brainstorm potential abstract concepts, discuss “Brainstorming Techniques” in *JAC* pages 4-5

Due: Nothing

HW: Definition Argument Proposal, read “Be Specific” in *HWT* pages 32-34, reading response

W 4 July: *Independence Day, No Class*

R 5 July: Discuss “Be Specific,” class webbing activity, individual webbing activity

Due: Definition Argument Proposal

HW: Read “A Word’s Meaning Can Often Depend on Who Says It” in *HWT* pages 57-61, reading response

F 6 July: Discuss “A Word’s Meaning,” consider historical/cultural/social use and context, outlining goals and strategies, “Activity for Writers: Outline Your Essay” in *JAC* pages 20-22

Due: Nothing

HW: Definition Argument Outline, read “You Are What You Say” in *HWT* pages 23-31 and “How to Say Nothing in Five Hundred Words” on eCampus, reading response

M 9 July: *Conference Day, No Class*

Due: Definition Argument Outline

HW: Nothing

T 10 July: Cover Memo Assignment, discuss “You Are What You Say” and “How to Say Nothing,” “Crafting Effective Titles for Argument” in *JAC* page 29

Due: Nothing

HW: Bring two copies of your Definition Argument to class

W 11 July: Peer review day

Due: Two copies of your Definition Argument in class

HW: *Definition Argument* and Cover Memo

R 12 July: Introduce Editorial Analysis assignment, what is an editorial, finding editorials

Due: *Definition Argument* and Cover Memo

HW: Read “Excerpts from Aristotle’s *Rhetoric*” on eCampus, “What is Rhetoric?,” “The Three Proofs of Classical Rhetoric,” and “Looking at Rhetorical Proofs in Action” in *JAC* pages 39-43, reading response

F 13 July: Survey of rhetorical proofs, “The Toulmin Model of Argument” in *JAC* pages 44-46

Due: Nothing

HW: Read “Blind Partisanship Strikes Again” and “Texting Bill a Step in the Right Direction” on eCampus, and “Politics and the English Language” in *HWT* pages 1-16, reading response

M 16 July: Discuss “Politics and the English Language,” analyze editorials for Toulmin argument structure

Due: Nothing

HW: Select an editorial and summarize its main argument, read “Common Fallacies of Argument” in *JAC* pages 49-50, reading responses

T 17 July: Analyzing editorials for rhetorical proofs, “Fallacy Mix-n-Match” in *JAC* pages 51-52

Due: Summary of editorial’s main argument

HW: One copy of your editorial for class, read “The World of Doublespeak” in *HWT* pages 41-56 and “Reading for Audience” in *JAC* page 56, reading response

W 18 July: Discuss “The World of Doublespeak,” analyze your editorial using “Reading Critically and Carefully” in *JAC* page 54

Due: One copy of your editorial in class

HW: Read “Developing Strong Thesis Statements,” “Strategies for Writing an Introduction,” and “Strategies for Writing a Conclusion” in *JAC* pages 13-16, reading response

R 19 July: Introduce Midterm Memo assignment, practice writing Intro, Conclusion, and Thesis for Editorial Analysis

Due: Nothing

HW: Bring Two copies of your Editorial Analysis to class

F 20 July: Peer review day

Due: Two copies of your Editorial Analysis in class

HW: *Midterm Memo* and *Editorial Analysis*

M 23 July: Introduce Researched Argument assignment, introduce Research Prospectus assignment, brainstorming potential research topics

Due: *Midterm Memo* and *Editorial Analysis*

HW: Read “Activity for Writers: Choosing and Narrowing Your Topic” in *JAC* pages 9-10 and “Activity for Researchers: Generating a Research Topic/Focus” in *JAC* page 83, reading response

T 24 July: “Step 7: Cite What You Have Found,” “Basic Guide to MLA Documentation” in *JAC* pages 119, 123-124 and *EW*, begin researching sources with “Step 4: Find Periodical Articles” in *JAC* pages 102-105

Due: Nothing

HW: Read “What’s in a Word?” in *HWT* pages 35-40 and “Invention Questions” in *JAC* 6-7, reading response

W 25 July: Discuss “What’s in a Word?” “Guided Proposal Workshop” in *JAC* page 12

Due: Nothing

HW: *Research Prospectus*

R 26 July: Introduce Annotated Bibliography assignment, “Step 6: Evaluate What You Have Found” in *JAC* pages 115-117

Due: *Research Prospectus*

HW: Read “Taking Research Notes” in *JAC* pages 61-65 and sections 39a “Evaluating the usefulness and credibility of potential sources” and 39b “Reading and interpreting sources” in *EW* pages 184-185, reading response

F 27 July: “Activity for Researchers: Keywords and Synonyms” in *JAC* page 106, research techniques and sources, MLA review

Due: Nothing

HW: Conference on Monday, one copy of Annotated Bibliography in class on Tuesday, read “- - - Isn’t a Dirty Word” and “Pornography Dilemma” in *HWT* pages 79-83 and 105-108, reading response

M 30 July: *Conference Day in Colson Hall G07, no class*

T 31 July: Peer review day

Due: One copy of Annotated Bibliography in class

HW: *Annotated Bibliography*

W 1 Aug: Using Sources Effectively “Quotes, Summary, and Paraphrase” and “Working in Quotes” in *JAC* pages 140 and 141-142

Due: *Annotated Bibliography*

HW: Read “Evolution Under Attack” in *HWT* pages 92-104 and “Strategies for Organizing your Argument” in *JAC* pages 19, reading response

R 2 Aug: Discuss “Evolution Under Attack,” discuss various methods organizing a Researched Argument, “The Toulmin Model of Argument” in *JAC* pages 44-46

Due: Nothing

HW: Outline of Researched Assignment, possibly using “Activity for Writers: Outline Your Essay” in *JAC* pages 20-22

F 3 Aug: Introduce *Portfolio Cover Memo*, “Activity for Writers: Incorporating Sources into Your Writing” and “Integrating Sources: Framing” in *JAC* pages 70-74 and 126-127

Due: Outline of Researched Argument

HW: Conference on Monday, read “Should Drugs Be Legalized?” in *HWT* pages 84-91, reading response

M 6 Aug: *Conference Day in Colson Hall G07, no class*

Due: Nothing

HW: One copy of Researched Argument for class

T 7 Aug: Examining your Researched Argument using “The Toulmin Model of Argument” and “Looking at Rhetorical Proofs in Action” in *JAC* pages 44-46 and 43

Due: One copy of Researched Argument in class

HW: Two copies of Researched Argument for class

W 8 Aug: Peer Review Day

Due: Two copies of Researched Argument in class

HW: Nothing

R 9 Aug: Work Day, Optional In-Class Conferences

Due: Nothing

HW: *Portfolio Cover Memo and Researched Argument*

F 10 Aug: *Final Exam Day, No Class*

Due: *Portfolio Cover Memo and Researched Argument*

M 13 Aug: *Final Grades Posted to eCampus and Star*