

“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”

English 102, Composition and Rhetoric II—Section 404/406
TR 9:30-10:45/11-12:15—Percival Hall 314A
Fall 2012

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Office Hours: W 2-4

Course Description

Our section of English 102 builds on skills you have already developed in English 101 (or an equivalent) by focusing on argumentation and effective use of structure, and providing greater attention to university level research strategies. We will move from analyzing and evaluating argument structures, to utilizing a standard academic organization, and finally to considering a variety of potential structures.

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

Portfolio	50%
Informal Writing	20%
Participation	10%
Mini-Conference Presentation	5%
Writing Journal (collected three times)	15%

For Midterm and Final you will earn letter grades for each of the first three categories, which combined will make up 80% of your course grade. At Midterm you will have an In-Progress grade, which can go up or down in the second half of the semester. The Portfolio grade is based on your work over the semester, the development of your writing process, and how well you demonstrate the skills this class focuses on.

The Mini-Conference Presentation will occur in the last week of class.

The Writing Journal grade consists of five points each time the Journal is collected. The Journal grade is based on having all assigned reading responses and in-class free writes.

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

Projects, Reflective Writing, Informal Writing

- *Editorial Analysis*: 3-4 full pages. *Evaluate* an editorial's logical and argumentative structure according to the Toulmin Model of Argument.
- *Definition Argument*: 2 full pages. Using the Toulmin Model, *define* an abstract concept in a specific usage.
- *Midterm Cover Memo*: 1-2 full pages. This Cover Memo reflects on the work you've done to this point, and develops a plan for the rest of the course. Follow memo format.
- *Research Prospectus*: 2 full pages. *Present* your idea for a research project. *Propose* a specific research question and cite at least two sources using MLA.
- *Annotated Bibliography*: 5-8 sources. Create a list of *correct MLA citations* with written descriptions of each source's content, strengths, weaknesses, and usefulness.
- *Researched Argument*: 8-10 full pages. Utilize all skills we've worked on this semester. Use a variety of sources to *construct an argument* responding to a specific research question. *Evaluate* and *properly document* sources to support a position.
- *Final Cover Memo*: 1-3 full pages. This Final Cover Memo reflects 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 $\frac{3}{4}$ -1 page. There will be informal writing assignments for each project, helping 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 academic work honestly, and 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.

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 or in *Easy Writer* pages WVU7-WVU9 (near the beginning). Also see "How Not to Plagiarize" in *JAC* pages 133-135. If you are at all confused about what counts as plagiarism, please ask.

eCampus and Other Technologies

You will turn in assignments on eCampus, 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 consider when uploading files electronically:

- Save files as .doc or .rtf files which can be opened with almost any word processing software. Avoid file types that can only be opened with specific programs. This is an issue of professionalism because a recipient who cannot open a file cannot read it.

- It is your responsibility to make sure documents are actually uploaded to eCampus.
- Naming files is a valuable way to organize electronic documents. Files should be labeled with your name (or MIX ID) and a keyword indicating the assignment.
- I will return assignments with my feedback on eCampus, and they will have _fb (for feedback) at the end of the file name.
- You may want to save and number each draft, rather than saving over older drafts. This allows you to track revisions 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.

Although electronics are an important part of both modern research and modern life, 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 (one week of class) without a penalty to your grade.
- The third and fourth absence will cost you one letter grade each from your overall grade.
- With a fifth absence you automatically fail this class.
- Missing or not signing up for a conference counts as an absence from class.
- Being late (ten minutes or more) five times counts as an absence from class.
- All absences—excused or unexcused—count towards the total number. I do not need to know why you've missed class; 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 will adversely affect your grade. The late assignment policies for this class are:

- All projects and informal writings must be uploaded to eCampus by the beginning of class on the day they are due.
- There is a 48 hour grace period if you miss the deadline. Work turned in within this 48 hour period will earn half credit.
- Missed in-class writings cannot be made up.
- I will collect Writing Journals three times during the semester, twice at random and once near the end of the semester, so you must bring your up-to-date writing journal every day. If you miss a class when I collect Writing Journals you will not receive any credit.

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. Their hours are 10-5 MTWR, and 10-3 F.

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.

T 21 Aug: Introduce course, course goals in *JAC* pages x-xii, syllabus and schedule

- Due: Nothing
- HW: Read “Academic Integrity” and “How Not to Plagiarize” in *JAC* pages 131-132 and 133-135, and 40d “Avoiding Plagiarism” in *EW* pages 201-202; reading response

R 23 Aug: Introduce Editorial Analysis Project, what is an editorial? finding editorials

- Due: Nothing
- HW: Read “Excerpts from Aristotle’s *Rhetoric*” on eCampus, and “What is Rhetoric?,” “The Three Proofs of Classical Rhetoric,” and “Looking at Rhetorical Proofs in Action” in *JAC* pages 39-40, 41-42, and 43-45; reading response

F 24 Aug: *End of Add/Drop Period*

T 28 Aug: Survey of rhetorical proofs, “The Toulmin Model of Argument” in *JAC* pages 44-46

- Due: Nothing
- HW: Summarize Editorial’s Main Argument; read “Blind Partisanship Strikes Again” and “Texting Bill a Step in the Right Direction” on eCampus; reading response

R 30 Aug: Analyze editorials for Toulmin Model structures and rhetorical proofs

- Due: Summarize Editorial’s Main Argument

- HW: Read “Politics and the English Language” and “The World of Doublespeak” in *HWT* pages 1-16 and 41-56; reading response

T 4 Sept: Discuss Doublespeak readings; “Common Fallacies of Argument” in *JAC* pages 49-50, “Reading Critically and Carefully” in *JAC* page 54

- Due: Nothing
- HW: Reverse Outlining the Toulmin Model

R 6 Sept: *Computer Lab, Percival 315* “Reading for Audience,” “Strategies for Writing an Introduction,” and “Strategies for Writing a Conclusion” in *JAC* pages 56, 14, and 15-16

- Due: Reverse Outlining the Toulmin Model
- HW: Copy of Editorial Analysis draft

T 11 Sept: Editorial Analysis peer review

- Due: Copy of Editorial Analysis draft
- HW: *Editorial Analysis* and *Cover Memo*

R 13 Sept: *Computer Lab, Percival 315* Introduce Definition Argument, brainstorm potential abstract concepts, “Brainstorming Techniques” in *JAC* pages 4-5

- Due: ***Editorial Analysis and Cover Memo***
- HW: Definition Argument Proposal; read “Be Specific” in *HWT* pages 32-34; reading response

T 18 Sept: Discuss “Be Specific”; “Developing Strong Thesis Statements” in *JAC* page 13, class webbing activity, individual webbing activity

- Due: Definition Argument Proposal
- HW: Read “A Word’s Meaning Can Often Depend on Who Says It” and “You Are What You Say” in *HWT* pages 57-61 and 23-31; reading response

R 20 Sept: *Computer Lab, Percival 315* Discuss readings; consider historical/cultural/social context, outlining goals and strategies

- Due: Nothing
- HW: Definition Argument Outline; read “How to Say Nothing in Five Hundred Words” on eCampus; reading response

T 25 Sept: *Group Conferences in Lounge Across from Percival 314A, No Class*

- Due: Definition Argument Outline
- HW: Nothing

R 27 Sept: *Computer Lab, Percival 315* Introduce Midterm Cover Memo; “Crafting Effective Titles for Argument” in *JAC* page 29, paying attention to word choice tone and style

- Due: Nothing
- HW: Copy of Definition Argument draft

T 2 Oct: Definition Argument peer review

- Due: Copy of Definition Argument draft
- HW: *Definition Argument* and *Midterm Cover Memo*

R 4 Oct: **Midterm.** *Computer Lab, Percival 315* Introduce Researched Argument, introduce Research Prospectus assignment, brainstorming potential research topics

- Due: **Definition Argument and Midterm Cover Memo**
- HW: Read “Activity for Writers: Choosing and Narrowing Your Topic,” “Guided Proposal Workshop,” and “Activity for Researchers: Generating a Research Topic/Focus” in *JAC* 9-10, 12, and 83; reading response

T 9 Oct: “Strategies for Organizing your Argument” in *JAC* page 19; what is at stake? to whom does this topic matter, and why?; brainstorming related issues and sub-topics

- Due: Nothing
- HW: Researched Argument Prospectus; read “What’s in a Word” in *HWT* pages 35-40; reading response

R 11 Oct: *Computer Lab, Percival 315* Discuss “What’s in a Word”; Introduce Annotated Bibliography assignment; “The Toulmin Model of Argument” in *JAC* pages 44-46; various methods of structuring and organizing a Researched Argument

- Due: Researched Argument Prospectus
- HW: Read “Step 4: Find Periodical Articles” and “Taking Research Notes” in *JAC* pages 102-105 and 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

T 16 Oct: MLA Documentation; “Basic Guide to MLA Documentation” in *JAC* pages 123-124 and *EW*; “Step 6: Evaluate What You Have Found” in *JAC* pages 115-117

- Due: Nothing
- HW: Researched Argument Outline; read “Step 5: Finding Books” in *JAC* pages 111-112; reading response

R 18 Oct: *Computer Lab, Percival 315* University level research techniques and databases; in class research

- Due: Researched Argument Outline
- HW: Copy of Annotated Bibliography draft; read “- - - Isn’t a Dirty Word” and “Pornography Dilemma” in *HWT* pages 79-83 and 105-108; reading response

T 23 Oct: Discuss readings; “Activity for Researchers: Keywords and Synonyms” in *JAC* page 106; Annotated Bibliography peer review

- Due: Copy of Annotated Bibliography draft
- HW: Annotated Bibliography

R 25 Oct: *Computer Lab, Percival 315* “Quotes, Summary, and Paraphrase,” “Working in Quotes,” and “Integrating Sources: Framing” in *JAC* pages 140, 141-142, and 126-127

- Due: Annotated Bibliography
- HW: Read “Background to Confucius, Nietzsche, the Bible, and Lao Tzu,” “Book II of *The Analects* of Confucius,” “Excerpts from Nietzsche’s *Beyond Good and Evil*,” “The Parable of the Sower,” and “Excerpts from *Tao Te Ching*” on eCampus; reading response

F 26 Oct: *Last Day to Drop*

T 30 Oct: *Individual Conferences in Colson Hall G07, No Class*

- Due: Nothing
- HW: Nothing

W 31 Oct: *Individual Conferences in Colson Hall G07*

R 1 Nov: *Computer Lab, Percival 315* Discuss readings; argument beyond the essay—aphorism, parable, and poetry

- Due: Nothing
- HW: In-progress draft of Researched Argument

T 6 Nov: *No Class, University Closed for Election Day*

R 8 Nov: *Computer Lab, Percival 315* In-class Work Day on Researched Argument

- Due: Nothing
- HW: Copy of Researched Argument draft

T 13 Nov: Researched Argument peer review

- Due: Copy of Researched Argument Draft
- HW: *Researched Argument* and *Cover Memo*

R 15 Nov: *Computer Lab, Percival 315* Introduce *Final Cover Memo*, Revision, and Mini-Conference Presentations

- Due: ***Researched Argument and Cover Memo***
- HW: Begin revising and bring copies of Editorial Analysis and Definition Argument

T 20 Nov: *No Class, University Closed for Thanksgiving Break*

R 22 Nov: *No Class, University Closed for Thanksgiving Break*

T 27 Nov: Revision work on Editorial Analysis and Definition Argument

- Due: Copies of Editorial Analysis and Definition Argument
- HW: Copy of Researched Argument

R 29 Nov: *Computer Lab, Percival 315* Revision work on Researched Argument

- Due: Copy of Researched Argument
- HW: Mini-Conference Presentations

T 4 Dec: Mini-Conference Presentations

- Due: Nothing
- HW: *Final Cover Memo, all Revised Projects*

R 6 Dec: *Last Day of Class. Computer Lab, Percival 315* Mini-Conference Presentations, course evaluations

- Due: ***Final Cover Memo, all Revised Projects***

W 12 Dec: Pick up Writing Journals from my office; grades will be posted to Star and eCampus by this date