

“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 048/052
TR 10-11:15/11:30-12:45—Armstrong 407
Spring 2012

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Office Hours: TW 2:30-3:30

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 basic to gradually more complex argument structures, and consider a variety of potential argument techniques.

Required Texts and Materials

- *English 102: Joining Academic Conversations (JAC)*, 6th ed. 2013
- *Argument Styles: Language and Gender (AS)*. 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	15%
Reading Responses	15%

For Midterm and Final Portfolios you will earn letter grades for each grade category, which will be averaged for your overall 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 your work demonstrates the skills this class focuses on.

The Informal Writing grade is based on assignments being turned in on time and complete.

The Participation grade is based on your contributions to full class discussions, group activities, and conferences.

Reading Responses will be graded based on posting all responses on time.

“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

- *Definition Argument*: 2 full pages. *Define* an abstract concept using a claim-evidence-interpretation structure.
- *Editorial Analysis*: 3-4 full pages. *Evaluate* an editorial's logical and argumentative structure according to the Toulmin Model of Argument.
- *Midterm Cover Memo*: 1-2 full pages. *Reflect* on the work you've done to this point and develop 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. *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 $\frac{3}{4}$ -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. Please note that even if you do not intend to plagiarize, it is still a violation of the academic integrity policy. 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:

- Projects, Cover Memos, and Informal Writings should all be composed in word processors and uploaded as attachments to eCampus. *Save files as .doc or .rtf files*, which can be opened in 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 properly 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.
- For Reading Responses, I suggest composing in a word processor and copy-pasting into the eCampus discussion board.

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 a deadline. Work turned in within this 48 hour period will earn half credit.
- Missed in-class activities cannot be made up.
- Reading responses must be posted to eCampus by the due date, there is no grace period if these are late.
- *The Final Portfolio must be turned in on time or you will receive no credit for the Portfolio Grade. This means you will fail this course.*

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 15 Jan: Introduce course, course goals in *JAC* pages x-xii, syllabus and schedule

- Due: Nothing
- HW: Read “West Virginia University’s Academic Integrity/Dishonesty Policy” in *EW* pages WVU-7-WVU-9, and “Academic Integrity” and “How Not to Plagiarize” in *JAC* pages 131-132 and 133-135; reading response

R 17 Jan: Introduce Definition Argument, brainstorm potential abstract concepts, “Brainstorming Techniques” in *JAC* pages 4-5

- Due: Nothing
- HW: Definition Argument Proposal; read “Developing Strong Thesis Statements” in *JAC* page 13 and “Be Specific” in *AS* pages 1-2; reading response

F 18 Jan: *End of Add/Drop Period*

T 22 Jan: Building argument using claim, evidence, interpretation structures at the paragraph and paper level; defining by analogy, contrast, or context

- Due: Definition Argument Proposal
- HW: Definition Argument Outline

R 24 Jan: “Strategies for Writing an Introduction” and “Strategies for Writing a Conclusion” in *JAC* pages 14 and 15-16; identifying effective introduction and conclusion strategies

- Due: Definition Argument Outline

- HW: Read “You Are What You Say” and “**** Isn’t A Dirty Word” in AS pages 4-11 and 12-15; reading response

T 29 Jan: *Group Conferences in Library Study Room TBA, 10-3, No Class*

- Due: Nothing
- HW: Definition Argument draft

W 30 Jan: *Group Conferences in Library Study Room TBA, 10-3*

R 31 Jan: Definition Argument Peer Review

- Due: Definition Argument draft
- HW: *Definition Argument* and *Cover Memo*

T 5 Feb: Introduce Editorial Analysis project, what is an editorial? finding editorials

- Due: *Definition Argument* and *Cover Memo*
- 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

R 7 Feb: 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” on eCampus and “Girls Against Boys” in AS pages 20-23; reading response

T 12 Feb: Analyze editorials for Toulmin Model structures and rhetorical proofs

- Due: Summarize Editorial’s Main Argument
- HW: Read “Still Needing the F Word” in AS pages 16-19, and “Reading Critically and Carefully” and “Reading for Audience” in *JAC* pages 54 and 56; reading response

R 14 Feb: Analyze “Still Needing the F Word”; “Common Fallacies of Argument” in *JAC* pages 49-50

- Due: Nothing
- HW: Reverse Outlining the Toulmin Model; read “Why Boys Don’t Play With Dolls” in AS pages 24-27; reading response

T 19 Feb: Introduce Midterm Cover Memo; Considering Audiences for editorials

- Due: Reverse Outline
- HW: Editorial Analysis Draft for next Tuesday

W 20 Feb: *Individual Conferences in Colson G07*

R 21 Feb: *Individual Conferences in Colson G07, No Class*

T 26 Feb: Editorial Analysis Peer Review

- Due: Editorial Analysis draft
- HW: *Editorial Analysis* and *Midterm Cover Memo*

R 28 Feb: Introduce Researched Argument, introduce Research Prospectus assignment, brainstorming potential research topics

- Due: *Editorial Analysis* and *Midterm Cover Memo*
- HW: Read “Activity for Writers: Choosing and Narrowing Your Topic” in *JAC* pages 9-10, and “How To Say Nothing in Five Hundred Words” on eCampus; reading response

M 1 Mar: *Mid-Semester*

T 5 Mar: “Activity for Researchers: Generating a Research Topic/Focus” in *JAC* 83 individually, then “Guided Proposal Workshop” in *JAC* page 12 in a group

- Due: Nothing
- HW: *Researched Argument Prospectus*

R 7 Mar: “Strategies for Organizing your Argument” in *JAC* page 19; what is at stake? to whom does this topic matter, and why?; Two Ways of Building Claims: Hypothesis and Syllogism

- Due: *Researched Argument Prospectus*
- HW: Read “Step 5: Finding Books” in *JAC* pages 111-112, and “Sex, Lies, and Conversation: Why Is It So Hard for Men and Women to Talk to Each Other?” in *AS* pages 36-42; reading response

T 12 Mar: *Library Day*; Introduce Annotated Bibliography; Researching in Library Databases; Finding and Using Book Sources

- Due: Nothing
- HW: Read “Taking Research Notes” in *JAC* pages 61-65, and “Wears Jumpsuit. Sensible Shoes. Uses Husband’s Last Name” in *AS* pages 43-49; reading response

R 14 Mar: MLA Documentation; “Basic Guide to MLA Documentation” in *JAC* pages 123-124 and *EW*; Citations Practice

- Due: Nothing
- HW: Researched Argument Outline; Read “Rogerian Argument” on eCampus; reading response

T 19 Mar: Rogerian Argument versus the Toulmin Model

- Due: Researched Argument Outline
- HW: Read “What is Marriage For?” and “A Woman Wants a Wife” in *AS* pages 50-55 and 99-101; reading response

W 20 Mar: *Individual Conferences in Colson G07*

R 21 Mar: *Individual Conferences in Colson G07, No Class*

- Due: Nothing
- HW: *Annotated Bibliography*

F 22 Mar: *Last Day to Withdraw from Classes*

T 26 Mar: *No Class, Spring Recess*

R 28 Mar: *No Class, Spring Recess*

T 2 Apr: Using Sources versus Reviewing Sources; Incorporating Sources into Your Argument

- Due: *Annotated Bibliography*
- HW: Read “Why Women Smile” and “Being A Man” in *AS* pages 81-88 and 102-106’ reading response

R 4 Apr: “Integrating Sources: Framing,” “Quotes, Summary, and Paraphrase,” and “Working in Quotes” in *JAC* pages 126-127, 140, and 141-142

- Due: Nothing
- HW: Read “Taking Women Students Seriously” in *AS* pages 89-98; reading response

T 9 Apr: *Optional Conferences in Colson G07 10-3:30, No Class*

R 11 Apr: *Library Day*; In-Class Work day on Researched Argument

- Due: Nothing
- HW: Researched Argument draft

T 16 Apr: Researched Argument Peer Review

- Due: Researched Argument draft
- HW: *Researched Argument* and *Cover Memo*

R 18 Apr: Introduce Final Portfolio Cover Memo; Different Levels of Revision

- Due: *Researched Argument* and *Cover Memo*
- HW: Copy of Definition Argument and Editorial Analysis; Read “The Maker’s Eye: Revising Your Own Manuscripts” in *AS* pages 107-113, and “Revising for a Specific Purpose” in *JAC* page 28; reading response

T 23 Apr: Revision work on Definition Argument and Editorial Analysis

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

R 25 Apr: Revision work on Researched Argument

- Due: Copy of Researched Argument
- HW: Copy of whichever project needs the most revision

T 30 Apr: Revision work on whichever project needs the most revision

- Due: Copy of whichever project needs the most revision
- HW: *Final Portfolio Cover Memo, Revised Definition Argument, Revised Editorial Analysis, and Revised Researched Argument*

R 2 May: *No Class*

- Due: ***Final Portfolio Cover Memo, Revised Definition Argument, Revised Editorial Analysis, and Revised Researched Argument***