



English 102, Composition and Rhetoric—Section 003
MWF 1:30-2:20—Clark Hall 200
Spring 2014

Instructor: Phillip Zapkin

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Office: Colson Hall G07

Office Hours: M 2:30-4

Course Description

During our semester together we will focus on mastering a variety of argument styles and evaluating how to use specific arguments in different situations. We will think about arguments in academia as well as outside the university in spheres like politics, social, environmental, and cultural debates, and everyday discussion. As we use and evaluate different forms of argument, we will consider both their rhetorical effectiveness and ethical values. Though your goal in each of our three major projects will be different, the work for this course should help you develop a command of argumentation and critical thinking about rhetoric, argument, and ethics.

Required Books and Readings

- *English 102: Joining Academic Conversations (JAC)*, 6th ed. 2013
- Lunsford, Andrea. *Easy Writer (EW)*, 4th Custom ed. for WVU. 2010
- Other Handouts and Readings (through Library Databases or on eCampus)

Grade Breakdown

- | | |
|--------------------|-----|
| • Portfolio | 70% |
| • Informal Writing | 20% |
| • Participation | 10% |

You will receive grades twice this semester, on your Midterm Portfolio and your Final Portfolio. Individual projects are not graded. This course attempts to holistically measure improvement in your writing process and your ability to apply strategies across assignments, as well as evaluating your finished, polished academic papers.

For your Midterm and Final Portfolios you will receive a Grade Sheet, which includes your letter grade in each Grade Category, your number of absences, and general portfolio comments. At Midterm you will receive In-Progress grades, which are the scores you would earn if that were the end of the semester. In-Progress grades work like a mile marker to let you know where you

stand, but the grades can go up or down depending on your work in the second half of the semester.

Informal Writing will be graded based on two criteria: 1) the assignment must be turned in on time and 2) the assignment must be complete.

Participation

I firmly believe that knowledge is best constructed through discussion, so I place a high value on participation. Participation is graded based on your contributions to class discussions, small group work, and conferences.

I recognize that many people prefer not to speak in class and so to supplement your participation score you can tweet questions, comments, thoughts, or concerns about the materials we are discussing or reading, work you're doing for this class or other info relevant to composition, rhetoric, and writing, you may also respond to your classmates' tweets. Tweet to @PhillipZapkin. Remember, to get credit for tweeting I must know who you are, so make sure your display name or Twitter handle lets me identify you. Tweeting does not replace in-class participation for full credit.

Written Assignments

This class requires you to produce three projects, several informal writing assignments for each project, and four reflective Cover Memos. I will give you assignment sheets with more detail for each assignment.

The three projects are:

1. Rogerian Argument: In this 5-6 page paper you will develop a compromise between two competing positions following the argumentative theory developed by Carl Rogers.
2. Art Evaluation: In this 5-6 page paper you will establish criteria to determine the quality of a painting, and then examine a specific painting according to your criteria and make an argument about the quality of the painting.
3. Researched Argument: For this 10 page research-based paper you will select a subject that interests you, research the subject, and structure a paper using an effective and appropriate argument structure.

Informal writing will generally be 1-2 pages and will ask you to practice different forms of writing, produce short sections for papers, or work through pre-writing activities.

You will also give a short (5 minute) presentation at the end of the semester based on your Researched Argument project. This will count into your Informal Writing grade.

Course Policies

Please read the "English 102 Policies and Procedures" in *JAC* pages xii-xiv. Pay particular attention to the sections: "Attendance Policy for Writing Classes," "Late Work," and "Classroom Etiquette." Below is some additional policy information.

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

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 all assignments on eCampus, and I will post assignment sheets, additional materials, supplemental readings, and other useful tools to our eCampus page. 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*; avoid file types that can only be opened with specific programs.
- It is your responsibility to make sure documents are properly uploaded to eCampus.
- I will return assignments with my feedback on eCampus, and they will have _FB (for feedback) at the end of the file name.

Whenever I receive an e-mail I will 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.

Writing Center

The Writing Center 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. 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.

Accessibility Services

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 Accessibility Services at 1085 VanVoorhis Rd. Their phone number is 304-293-6700, their e-mail is access2@mail.wvu.edu, and their website is <http://accessibilityservices.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>.

Course Schedule

Please note: this schedule is subject to change by me. I will notify you as early as possible of any and all changes.

All readings will be due the day we discuss them.

► Week 1

◇W 8 Jan: First day of class; meet & greet; developing a course axiology

HW: Read syllabus and academic integrity policy

◇F 10 Jan: Discuss syllabus, course policies, and the new eCampus; introduce Rogerian Argument project

HW: Summary of Academic Integrity Policy, read “From Rhetoric: Discovery and Change” on eCampus

► Week 2

◇M 13 Jan: Discuss Rogerian Argument, introduce Polemic

Due: Summary of Academic Integrity Policy

HW: Read Pro/Con section of “Social Networking” on *CQ Researcher* (20.32)

◇W 15 Jan: Rogerian Argument about “Social Networking”

HW: Polemic, read Pro/Con section of “Expanding Higher Education” on *CQ Researcher* (5.22)

◇F 17 Jan: Summarizing an argument from “Expanding Higher Education,” introduce Summary

Due: Polemic

HW: Summary; read “Communication: Its Blocking and Its Facilitation” on eCampus

► Week 3

◇M 20 Jan: *Martin Luther King Day, No Class*

◇W 22 Jan: Developing compromise(s) for “Expanding Higher Education”

Due: Summary

HW: Email Summary to group members

◇F 24 Jan: *Group Conferences in Library Room TBA, No Regular Class*

HW: Draft of Rogerian Argument in Class, read “Strategies for Writing an Introduction” and “Strategies for Writing a Conclusion” in *JAC* pages 14-16

► Week 4

◇M 27 Jan: *No Class*

◇W 29 Jan: Peer Review

HW: *Rogerian Argument Final-for-Now Draft, Rogerian Argument Cover Memo*

◇F 31 Jan¹: Introduce Art Evaluation, discuss evaluation

Due: *Rogerian Argument Final-for-Now Draft, Rogerian Argument Cover Memo*

► Week 5

◇M 3 Feb: Discuss Vincent van Gogh’s “Starry Night” and analyzing paintings

◇W 5 Feb: Discuss Jacques-Louis David’s “Oath of the Horatii,” develop a (neo)classical axiology

¹ Chinese New Year

◇F 7 Feb: Vocabulary for talking critically about paintings, “Developing Strong Thesis Statements” in *JAC* page 13

► Week 6

◇M 10 Feb: Discuss Roy Lichtenstein’s “Drowning Girl,” develop a pop art axiology, introduce Painting Analysis

◇W 12 Feb: “Activity for Writers: Build Your Own Burger” in *JAC* page 150, using Eugène Delacroix’s “Liberty Leading the People”

HW: Painting Analysis

◇F 14 Feb: Evaluate Edvard Munch’s “The Scream,” introduce Axiology Statement

Due: Painting Analysis

► Week 7

◇M 17 Feb: Discuss “Valmiki Writing the Ramayana,” axiology and non-Western art

HW: Read “Common Fallacies of Argument” in *JAC* pages 49-50

◇W 19 Feb: Discuss logical fallacies, “Fallacy Mix-n-Match” in *JAC* pages 51-52

HW: Axiology Statement

◇F 21 Feb: *Individual Conferences in Colson G07, No Regular Class*

Due: Axiology Statement

► Week 8

◇M 24 Feb: Evaluate Rembrandt van Rijn’s “The Nightwatch”

HW: Draft of Art Evaluation in Class

◇W 26 Feb: Peer Review

HW: **Midterm Portfolio: Art Evaluation Final-for-Now Draft, Midterm Cover Memo**

◇F 28 Feb: *Midterm Portfolio Due*; introduce Researched Argument and Research Proposal, potential Researched Argument topics

Due: **Midterm Portfolio: Art Evaluation Final-for-Now Draft, Midterm Cover Memo**

HW: Read “Activity for Writers: Choosing and Narrowing Your Topic” and “Brainstorming Techniques” in *JAC* pages 9-10 and 4-5

► Week 9

◇M 3 Mar: “Activity for Researchers: Generating a Research Topic/Focus” in *JAC* page 83, brainstorming techniques

HW: Read “Step 5: Finding Books” and “Step 6: Evaluate What You Have Found” in *JAC* pages 111-112 and 115-117, 39a and 39b in *EW* pages 184-185

◇W 5 Mar²: Finding MLA citations information in *EW* and *JAC*, Research using library databases

HW: Research Proposal

◇F 7 Mar³: *Library Research Day in Library Room TBA*, introduce Annotated Bibliography

Due: Research Proposal

HW: Read “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

² Midterm Grades due

³ Last day to drop a class.

► Week 10

◇M 10 Mar: *Spring Recess, No Class*

◇W 12 Mar: *Spring Recess, No Class*

◇F 14 Mar: *Spring Recess, No Class*

► Week 11

◇M 17 Mar: Three proofs of classical rhetoric,
HW: Annotated Bibliography

◇W 19 Mar: Three modes of Aristotelian argument, introduce Researched Argument Outline
Due: Annotated Bibliography

HW: read “Strategies for Organizing your Argument” in *JAC* page 19

◇F 21 Mar: Building effective outlines, look at “Activity for Writers: Outline Your Essay” in *JAC* pages 20-22

HW: Researched Argument Outline, read “The Toulmin Model of Argument” in *JAC* pages 44-46

► Week 12

◇M 24 Mar: Discuss Toulmin Model of Argument
Due: Researched Argument Outline

HW: Read “From the Uses of Argument” on eCampus

◇W 26 Mar: Toulmin vs. Rogerian Argument

◇F 28 Mar: *Individual Conferences in Colson G07, No Regular Class*

HW: Draft of Researched Argument in Class

► Week 13

◇M 31 Mar: Peer Review, introduce student presentations

◇W 2 Apr: *Optional Conferences in Colson G07 from 11:30-2:30*

HW: *Researched Argument Final-for-Now Draft, Researched Argument Cover Memo*

◇F 4 Apr: *No Class*

Due: *Researched Argument Final-for-Now Draft, Researched Argument Cover Memo*

► Week 14

◇M 7 Apr: Student Presentations

◇W 9 Apr: Student Presentations

◇F 11 Apr: Student Presentations

HW: Draft of Rogerian Argument in Class

► Week 15

◇M 14 Apr: Revision work on Rogerian Argument
HW: Draft of Art Evaluation in Class

◇W 16 Apr: Revision work on Art Evaluation, introduce Final Portfolio Cover Memo
HW: Draft of Researched Argument in Class

◇F 18 Apr: *Good Friday, No Class*

► Week 16

- ◇M 21 Apr: Revision work on Researched Argument
HW: Draft of whichever project you feel needs the most work
- ◇W 23 Apr: Revision work, course evaluations
HW: ***Final Portfolio***
- ◇F 25 Apr: *Final Portfolio Due, No Class*
Due: ***Final Portfolio: Rogerian Argument, Art Evaluation, and Researched Argument
Final Drafts, and Final Portfolio Cover Memo***