English 102, Composition and Rhetoric—Section 7D7
MTWRF Online
Summer 2014
Instructor: Phillip Zapkin
      Email: pzapkin@mix.wvu.edu
      Office: Colson Hall G07
      Physical Office Hours: M 3-4 EST
      Online/Chat Office Hours: By Appointment

Course Description

Our work this semester will focus primarily on understanding education and knowledge transfer (applying knowledge gained in this class in other courses). But beyond this content, this course in intended to help you strengthen your writing skills through an intensive focus on rhetoric, argument structure, and the mechanics of academic writing. Particularly because this is an online section, you will be writing extensively, and the assignments and discussions will require you to produce a variety of different kinds of academic (and occasionally non-academic) writing.

Required Books and Readings

The following books and resources are required for this section of English 102:
- *English 102: Joining Academic Conversations* (*JAC*), 7th ed. 2015
- Lunsford, Andrea. *Easy Writer (EW)*, 4th Custom ed. for WVU. 2010
- Other Handouts and Readings (through Library Databases or on eCampus)

Course Goals

The English department has established five goals for English 102; by the end of this course all 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%

All 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 grade (1-5, with 5 being the highest and 1 being the lowest scores), corresponding to the Informal Writing rubric in *JAC* page xiv.

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

Initially you will turn in Final-for-Now drafts of the projects, and at the end of the semester you will revise all three major projects, and have the option to revise the minor projects.

The three major projects are:
1. Education Manifesto: In this 3 page paper you will produce a polemical manifesto trying to persuade a reader to accept your view(s) about education.
2. Syllabus Evaluation: In this 5 page paper you will establish criteria to determine the effectiveness and/or quality of a course syllabus, and then evaluate how well a specific syllabus meets these criteria.
3. Researched Argument: For this 8 page research-based paper you will select a subject related to your major, research the subject, and compose and argument using an effective and appropriate structure.

The two minor projects are:
1. Research Prospectus: This 2 page paper will present your research topic, questions, and preliminary methodology in preparation for your Researched Argument.
2. 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.

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.

Both Projects and Informal writing will be due by 12 Noon Eastern Standard Time on the date listed on the syllabus. I will try to return Informal Writing to you by noon the next day, but projects will take a bit longer to provide feedback for.

Course Policies
The policies for this course are laid out in *JAC* pages xv-xvii. Please pay special attention to the following sections:
- Academic Integrity
- Late Work
- Accessibility
- Social Justice

Some things I do want to make special note of because this is an online summer course:

- Every class day I will post a set of lecture notes, a brief video lecture, or both. These resources will supplement the reading from *JAC*, *EW*, and eCampus.
- Participation and attendance will be graded based on discussion posts to eCampus. Every night I will post a discussion prompt for the next day's class. To earn full participation credit you will need to post a substantive paragraph (at least 5 sentences) responding to the prompt, and respond to at least one of your classmates' posts.
- Any day you do post a discussionresponse will count as an absence. Our course will work on the T-Th schedule for absences; see *JAC* page xv.

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. It is your responsibility to check my comments.

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.

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.

►Week 1

◊M 30 Jun: General course introduction. Read the syllabus and watch "Important Info for this Course" and "Uploading to eCampus" videos on eCampus, read course policies in *JAC* pages xi-xvii, explore eCampus. Read "Writing with Integrity" in *JAC* pages 13-14 and "How to Avoid Plagiarism" pages 47-49, and "West Virginia University's Academic Integrity/Dishonesty Policy" in *EW* pages wvu7-wvu9
     HW: Discussion Post

◊T 1 July: Thinking about education. Read lecture notes, "My Two Statues," "Faculty Members Are Not Cashiers," and "In Defense of the Lecture" on eCampus
     HW: Discussion Post

◊W 2 July: Learning the polemic style of argumentation. Read lecture notes on eCampus, "Polemic Arguments" in *JAC* pages 24-25, and watch "Polemic" video on eCampus. Read "Highways and Higher Education" and "What to Read?" on eCampus
     HW: Polemic; Discussion Post

◊R 3 July: Important components of essay structure—shaping a basic argument, thesis statements, and introductions. Read lecture notes on eCampus, and "How to Structure an

Argument in an Essay," "Developing Strong Thesis Statements," and "Writing an Introduction" in *JAC* pages 18-23, and watch "Thesis" and "Writing an Introduction" videos on eCampus.
        Due by Noon: Polemic
        HW: Introduction; Discussion Post

◊F 4 July: *No Class, Independence Day Recess*

►Week 2
◊M 7 July: Reviewing/learning about rhetorical appeals. Read lecture notes and "From Aristotle's *Rhetoric*" on eCampus, and "What is Rhetoric" and "Reviewing Rhetorical Strategies" in *JAC* pages 1-6, and watch "Rhetorical Appeals" video on eCampus
        Due by Noon: Introduction
        HW: Discussion Post

◊T 8 July: Paragraph structure and topic sentences. Read lecture notes on eCampus, "The Hamburger Method for Clear, Logical Paragraphs" in *JAC* pages 38-39, and watch "Claim, Evidence, Interpretation" video on eCampus (you may want to review the lesson on thesis statements as well)
        HW: Send Education Manifesto draft the Peer Review partner; Discussion Post

◊W 9 July: Online Peer Review. Read lecture notes on eCampus and "Peer Response Workshop" in *JAC* page 35
        HW: *Education Manifesto, Manifesto Cover Memo*

◊R 10 July: Evaluation—building on analysis. Read lecture notes and watch "Analysis" and "Evaluation" videos on eCampus
        Due by Noon: *Education Manifesto, Manifesto Cover Memo*
        HW: Discussion Post

◊F 11 July: Analyzing syllabi. Read lecture notes, "Writing for Others," and "Modernism and Mass Culture" on eCampus and "Genre Analysis in the Writing Process" in *JAC* page 46
        HW: Epic Fail; Discussion Post

►Week 3
◊M 14 July: Developing criteria. Read lecture notes, "Slavoj Zizek," and "Elemental Shakespeare" on eCampus
        Due by Noon: Epic Fail
        HW: Discussion Post

◊T 15 July: Logical fallacies. Read lecture notes on eCampus and "Logical Fallacies" in *JAC* pages 52-56, watch "Logical Fallicies" video on eCampus
        HW: Syllabus Evaluation Criteria; Discussion Post

◊W 16 July: Using language(s) to reach an audience. Read lecture notes on eCampus and sections 29, 30, and 32 in *EW* pages 142-147 and 150-155
        Due by Noon: Syllabus Evaluation Criteria

HW: Send Syllabus Evaluation draft to Peer Review partner; Discussion Post

◊R 17 July: Online Peer Review. Read lecture notes on eCampus and "Peer Response Workshop" in *JAC* page 62
      HW: *Midterm Portfolios: Midterm Cover Memo, Syllabus Evaluation*

◊F 18 July: Midterm Evaluation and finding research topics. Read lecture notes on eCampus, and "Generating a Research Topic/Focus" page 83 and "Clustering" page 17 in *JAC*
      Due by Noon: *Midterm Portfolios: Midterm Cover Memo, Syllabus Evaluation*
      HW: "Midterm Evaluation" in *JAC* page 79 (as a Discussion Post)

►Week 4
◊M 21 July: Writing a research prospectus. Read lecture notes on eCampus, "Guided Proposal Workshop" in *JAC* page 91, and watch "Abstracts and Proposals" video on eCampus
      HW: *Research Prospectus*

◊T 22 July: Finding database sources. Read lecture notes on eCampus and "Developing Your Database Search Strategy" in *JAC* pages 112-113, and watch "Database Searching (*Ebscohost*)" and "Database Searching (*JSTOR*)" videos on eCampus
      Due by Noon: *Research Prospectus*
      HW: "Activity for Developing Your Database Search Strategies" in *JAC* page 115 (as a Discussion Post)

◊W 23 July: Citing sources using MLA. Read lecture notes on eCampus, look through Section 42 on "MLA Style" in *EW* and Purdue OWL on eCampus, and watch "MLA Works Cited" video on eCampus
      HW: "Practicing MLA Conventions" in *JAC* page 126 (as a Discussion Post)

◊R 24 July: Reading a sample researched essay. Read lecture notes and "Visiting Grandmother" on eCampus
      HW: Discussion Post

◊F 25 July: Evaluating and using sources. Read lecture notes and "Engaging Sources" on eCampus and "Evaluating Your Information" in *JAC* pages 118-119
      HW: *Annotated Bibliography*

►Week 5
◊M 28 July: Various approaches to argumentation. Read lecture notes on eCampus, and "New Perspectives for Critical Writing," "The Toulmin Model of Argumentation" and "Rogerian Argument" in *JAC* pages 131-132, 26-27, and 28-29, and watch "The Toulmin Model" and "Rogerian Argument" videos on eCampus
      Due by Noon: *Annotated Bibliography*
      HW: Discussion Post

◊T 29 July: Outlining an essay. Read lecture notes on eCampus and "Thinking about Purpose and Organization" in *JAC* pages 135-137

HW: Outline; Discussion Post

◊W 30 July: Incorporating sources into an essay. Read lecture notes on eCampus and section 40a "Integrating Quotations, Paraphrases, and Summaries" in *EW* pages 197-199, and watch "Incorporating Quotations" video on eCampus
Due by Noon: Outline
HW: Discussion Post

◊R 31 July: Concluding a paper. Read lecture notes on eCampus and "Strategies for Writing a Conclusion" in *JAC* pages 60-61
HW: Send Researched Argument draft to Peer Review partner

◊F 1 Aug: Online Peer Review. Read lecture notes and "Peer Response Workshop" in *JAC* page 141
HW: *Researched Argument, Researched Argument Cover Memo*

►Week 6
◊M 4 Aug: Day of rejoicing. No reading, no activities
Due by Noon: *Researched Argument, Researched Argument Cover Memo*

◊T 5 Aug: Revision activities. Read lecture notes, "Dividing Revision" and "Reading Aloud for Errors" on eCampus, "Revising for a Specific Purpose" in *JAC* page 147, and watch "Three Tiers of Revision" video on eCampus

◊W 6 Aug: Revision activities. Read lecture notes, "Looking for Three Part Structures," and "Reverse Outlining" on eCampus

◊R 7 Aug: Revision activities. Read lecture notes, "Eliminate Passive Voice and 'To Be' Verbs," and "Editing for Homonyms" on eCampus
HW: ***Final Portfolios Due on eCampus: Final Portfolio Cover Memo, Education Manifesto, Syllabus Evaluation, and Researched Argument*** *(Optional Revisions of Research Prospectus and Annotated Bibliography)*

◊F 8 Aug: ***Final Portfolios Due on eCampus by Noon: Final Portfolio Cover Memo, Education Manifesto, Syllabus Evaluation, and Researched Argument*** *(Optional Revisions of Research Prospectus and Annotated Bibliography)*