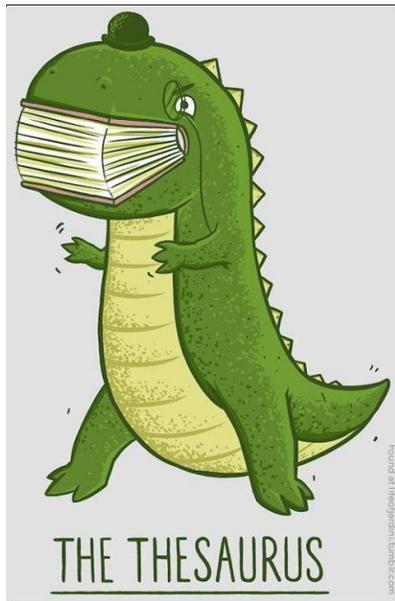


English 102, Fall 2013
Sections 41, 45, 57, 60
Instructor: Natalie Sypolt
Office: Colson 323
Office Hours: Tuesday and Thursday 1130-1245; by appointment and email (answered within 24hrs)
Office Phone: (304) 293-3747
Email: wvuwriter1@juno.com or nsypolt@mix.wvu.edu

“Sometimes questions are more important than answers.” Nancy Willard, American Poet and Writer

English 102: Composition and Rhetoric

Welcome to English 102: Composition and Rhetoric. This course will focus on argument--both dissecting the arguments of others and crafting arguments of your own--as well as on research, critical reading, and critical thinking. If you work hard to achieve all the goals outlined for English 102, you will create strong techniques that you will be able to use throughout your collegiate and professional career. This includes writing and researching, analysis, argument, and more. For additional information regarding course goals, please reference *Joining Academic Conversations*.



Writing, in every sense (meaning academic, creative, even informal notes and letters) is a way of documenting and preserving history. You might not think so, but you, as young writers, play a critical role in preserving the commentary of what's going on in the world right now. This semester, we will investigate the ways that others use writing and research to add their voices to academic conversations; you will also use what you learn about fieldwork, traditional research, and argument to create your own academic discussions about topics that are personally important and relevant to you. We will also investigate how through words, images, and research, an argument can be used to bring about change.

Our theme for the semester is *exploration*. Through several different, yet interconnected, pieces of writing, we will strive to pull back the layers and dig deeply. The best advice I can give you as we move forward: Be curious and question everything. This will serve you well in this class (as

well as in life).

Hopefully, by the end of the semester, you will understand that your voice, recollections, unique interpretations and discussions are valuable, important, and powerful.

NOTE: This course will utilize *eCampus* (online workshops, the distribution of readings and assignments, discussion boards). You can access *eCampus* using your personal computer or any campus computer. I will not accept any excuses regarding *eCampus* (not being able to access the site, etc.) unless the site is down for everyone. You can log on to *eCampus* at <http://ecampus.wvu.edu>. There is a learning curve with the new *eCampus* platform, so give yourself some time and ask as soon as possible if you have a question.

This semester, all of your assigned readings will be available to you via *eCampus*.

Also, you will be required to have access to Microsoft Word and Adobe Acrobat Reader. You will be required

to open files using these programs. I will not accept excuses about not being able to open files since you have been warned well in advance and these programs are available on all WVU computers.

Required Texts:

Lunsford, Andrea. *The Easy Writer, Fourth Edition*. Boston, New York: Bedford/St. Martin's, 2010. Print.

West Virginia University Undergraduate Writing Committee, eds. *Joining Academic Conversations, Sixth Edition*. Plymouth, MI: Hayden-McNeil Publishing, 2011. Print

NOTE: In lieu of purchasing an additional expensive textbook, you will be required to print out some supplemental materials which will be available via *eCampus*. **You will also be required to print out assignment sheets and your own essays (sometimes multiple copies of your essay).** Make sure that you either have access to a printer through one of the labs on campus or that your personal printer is stocked with ink and paper. You will be required to turn in hard (paper) copies of all assignments unless otherwise noted.

Attendance and Tardies:

I will enforce the attendance policy set by the WVU English Department. You must attend class. We know that personal situations and required university events may, on a rare occasion, make it impossible for you to be in class. For these reasons you are allowed 2 absences. The third absence will compromise your grade as much as one full letter. **Students who miss 5 classes will fail the course.** For more information on the attendance policy please see pages xii and xiii in *JAC*.

Promptness is incredibly important to the success of the class as a whole, and to you as a student. Coming in late is distracting and you miss important information. Three tardies will equal one absence. If you are more than twenty minutes late for any class, you will be counted absent for that class.

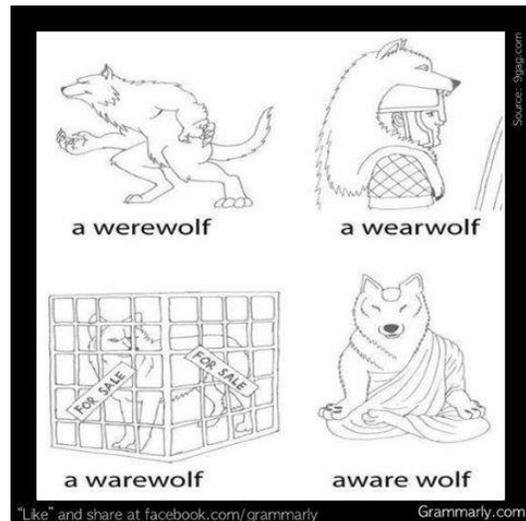
Late Work:

All assignments are due at the beginning of class on the due date. I will not accept late work. If you are unable to come to class, you must email me your assignment before class time in order for it not to be considered late; however, you must present me with a paper copy **the next class period** in order for it to be accepted and graded. Otherwise, it will be a zero. Remember, missing class does not mean that the assignment is not still due.

Standard of Work:

This is a college level course, and you are expected to have mastered the mechanics of writing; that is, to use proper grammar, syntax, and punctuation. In English 101, you learned that writing is a process. You should know the importance of drafting, revising, and redrafting. **You should also follow formatting requirements set forth in the JAC.** Even though you will have the opportunity to revise some work, you should never turn in an error-filled first draft. I reserve the right to return work to you un-graded if it is clear you have not put any time or effort into the piece (this includes drafts). All work, unless otherwise noted, should be typed in **12 pt Times New Roman font, double spaced, titled, and stapled.**

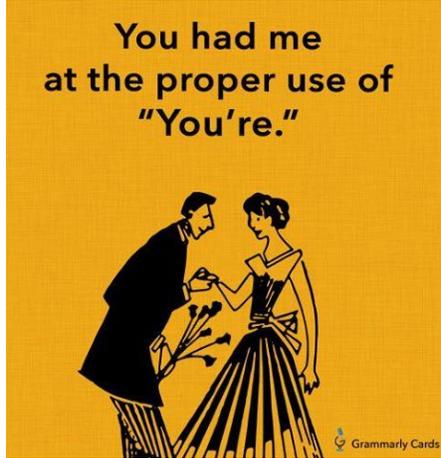
If you need to brush up on basic writing/grammar skills, it is your responsibility to schedule an appointment with the Writing Center, which is found on the ground floor of Colson Hall. Visit



http://english.wvu.edu/centers_and_projects/wcenter/writing_center_home for more information.

Cell Phones, Text Messaging, and Attitude:

Talking on cell phones or text messaging is absolutely prohibited in this class. I will not tolerate text messaging (or anything that appears to be text messaging) in class. This is extremely distracting and prevents you from getting all that you should from class discussion. It is also rude and unprofessional. I would prefer for you to turn your phone off so that you are not tempted.



Because we are a “tech friendly” section and your readings and assignment sheets are online, I will permit the use of devices in class at certain, approved times in order to access these materials. Devices should be used at only these times and for these purposes. Abuse will result in a discontinuation of this privilege, a loss of participation credit, and/or a quiz for the entire class.

We are all adults and I expect everyone to behave accordingly. This includes all correspondences, such as email and phone calls.

Participation:

Class participation is essential to your personal success as well as the overall success of the class. You are expected to attend all class meetings and conferences, to complete readings and written assignments, participate in free writes, participate in both small group and whole class discussions, and to participate in online activities via eCampus (such as discussion boards and online chats). Do not expect to be reminded to keep up with work and don't be surprised if I randomly check homework or give an unannounced quiz. As stated in the JAC, participation includes “Taking part in class discussions, asking questions, contributing your knowledge and insight in whatever form is appropriate, and striving to make all your contributions excellent” (p. xii in JAC). See *Joining Academic Conversations* for further participation grade descriptors.

Email and the Internet:

This class requires you to utilize the free MIX account provided to you by WVU. Email provides me an opportunity to contact the entire class as a group in the case of cancellations, emergencies, or pertinent changes. As stated earlier, you will also be required to access *eCampus*. Also, you might consider using eCampus or another online storage site (such as Google Docs) to house your work in case you have a computer crash during the semester. This might save you a lot of heart ache in the long run.

Social Justice:

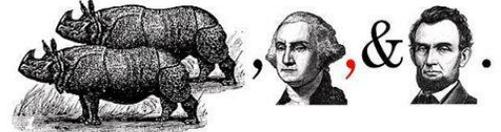
I concur with WVU's commitment to social justice and expect to maintain a positive learning environment based on open communication, mutual respect and non-discrimination. If you have any special needs or concerns, please talk to me so that we can plan accommodations.

Academic Integrity and Plagiarism (WVU's official statement):

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia

With the **Oxford Comma:**

We invited the rhinoceri, Washington, and Lincoln.



Without the Oxford Comma:

We invited the rhinoceri, Washington and Lincoln.



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University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the Student Conduct Code at <http://www.arc.wvu.edu/rightsc.html>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me *before* the assignment is due to discuss the matter. Plagiarism will normally result in an F for the class, or possibly an unforgivable F.

Assigned Readings and Reading Journals:

You are expected to complete all readings as assigned. Even if we do not discuss the work in class, you are responsible for knowing that information.

For every reading you do for homework, you'll be asked to respond, in writing, to be posted on eCampus the day that the reading is discussed, **before class time**. You will receive a separate handout detailing requirements for the Reading Journal. This will allow you to be better prepared for class discussions and to extract the most value from each reading assignment. These small assignments will also help you prepare for the bigger assignments later on.

Grading and Assignments:

Your work this semester will be collected into two portfolios: one at midterm and one at the end of the semester. Follow our theme of "exploration" we will start with the "Mystery in Memory" essay, which will ask you to drill down into your own memory and ask questions of yourself; then, in the "Response as Analysis" essay, you will peel back the layers of someone else's work, and respond to it through critical analysis; finally, in the work connected to the researched argument, you will be asked to extensively explore through traditional research and fieldwork a topic that is personally relevant to you and a community you belong to, and create a supported argument.

Please see the Grade Descriptors in *Joining Academic Conversations*. All assignments will be graded on a holistic letter scale (A, B, C, D, F).

Midterm Portfolio (30% of total grade)

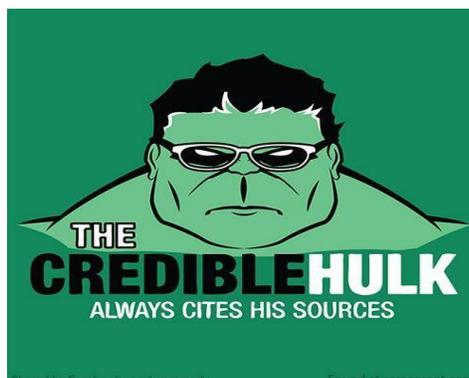
Final Portfolio (40% of total grade)

Work will include:

- Midterm and final reflection
- Mystery in Memory essay
- Critical Analysis
- Research Proposal
- Sources Assignment
- Researched Argument
- Presentation

Reading Journal (20% of total grade)

Homework/Participation/Quizzes (10% of total grade)



English 102: Tentative Schedule

***NOTE: This schedule is tentative and subject to change**

***Please check eCampus and your email often**

***Please keep up with your syllabus in the event of absence or sudden class cancellation**

January	
Tuesday	Thursday
07	<p>09</p> <p>Class Activities: Introduction, hellos. Discuss questions regarding college writing and preparedness. Diagnostic.</p> <hr/> <p>Homework: Get books and Journal; explore eCampus; review syllabus. Bring JAC for Thursday’s class.</p> <p>Do “Test” Introduction Forum and Reading Journal Posts on eCampus.</p> <p>We won’t officially begin work on the research project until around mid-term; however, you should begin thinking about what you’d like to research starting today. The topic will be an argument that is contemporary, an argument of a certain place or community, and is, in some way, personal and relevant to you. You’ll be required to do field work in the form of interviews, observations, etc. Start collecting ideas and possibly articles from local papers and news programs. Be thinking about topics, starting today.</p> <p>Read:</p> <ul style="list-style-type: none"> • JAC: ix-xix (pay special attention to essay formatting; 11 (Tips for Procrastinators) • EW: WVU 7-9
<p>14 (Last day to register and add new courses)</p> <p>Class Activities: Rhetorical Triangle, 47-48; essay formatting; define “argument” and “academic conversation.” Intro Mystery in Memory essay.</p>	<p>16</p> <p>Class Activities: In class pre-writing for Mystery in Memory essay. Read examples “White Lies” and “Hochzeit”. Also, discuss homework readings.</p>
<p>Homework: Begin pre-writing for Mystery in Memory essay.</p> <p>Read:</p> <ul style="list-style-type: none"> • “The Washing” (218) and “Port-au-Prince: The Moment” (5) • JAC: 39-40 (rhetoric); 41-42 (Proofs); 158 (Google Docs) 	<p>Homework:</p> <ul style="list-style-type: none"> • Complete draft of Mystery in Memory essay and bring a copy to class on Thursday for workshopping. <p>Read:</p> <ul style="list-style-type: none"> • “Patient” (165) • JAC: 54-55 (critical reading); 56 (audience); 156-157 (transitions) • EW: 113-117 (comma and semi-colon usage)

<p>21</p> <p>Class Activities: Mystery in Memory workshop. JAC p 29 title activity. Look at JAC 156-157.</p> <p>Due: Draft of Mystery in Memory essay for workshopping.</p> <p>Homework:</p> <ul style="list-style-type: none"> Revise and complete Mystery in Memory essay. Due Tuesday. 	<p>23 Media Viewing Room (104 Library)</p> <p>Class Activities: Media Analysis Activity.</p> <p>Due: Mystery in Memory essay (don't forget to attach the workshopped draft)</p> <p>Homework:</p> <ul style="list-style-type: none"> Media Analysis Activity (online). Due before class time on Thursday. Print, Read, and Bring Article Analysis Assignment sheet from eCampus. Begin Analysis project, which means start choosing the primary text you'll be working with. <p>Read:</p> <ul style="list-style-type: none"> "Live Nude Girl" JAC: 44-46 (Toulmin Model)
<p>28</p> <p>Class Activities: Introduce Toulmin Argument (44-46); analysis activity</p> <p>Due: Media Analysis Activity (online, before class)</p> <p>Homework:</p> <ul style="list-style-type: none"> Print a copy of the primary text and begin actively reading (mark it up, write in the margins, take notes). Bring to class on Thursday. I should be able to see your "active reading" <p>Read:</p> <ul style="list-style-type: none"> "Cliché Rape Story" and "Rape Joke" JAC: DO p43. Answer as many of these questions as you can in regards to your primary text. You'll be well on your way to an analysis draft. EW: 121-125 (quotations) 	<p>30</p> <p>Class Activities: Continue Analysis discussion; activity with songs and/or images Analysis activity and discussion.</p> <p>Homework:</p> <ul style="list-style-type: none"> Complete the analysis worksheet and bring it, along with your primary text, on Tuesday. <p>Read:</p> <ul style="list-style-type: none"> JAC: 140 (quotes, summary and paraphrase); 141-142 (quoting); 13 (thesis statements)

February	
Tuesday	Thursday
<p>04</p> <p>Class Activities: Thesis statement workshop; paragraph structure (JAC 148-149). Look at 140,141-142 and discuss quoting, paraphrase, and summary.</p> <p>Due: Critical Analysis worksheet.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Draft Analysis and bring copies for your group on Thursday. Don't forget to bring a copy for me. Remember, you'll need to provide the primary text (or a link to it) as well. • Print and Bring assignment sheet for Midterm Portfolio. 	<p>06</p> <p>Class Activities: Look at response groups and workshop (23 JAC). Revision discussion (27-28, 151 JAC). Memo Conventions (32-33 JAC).</p> <p>Due: Draft of Critical Analysis. Bring enough copies for your group, and one for me.</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read and workshop essays for your group mates. Prepare for conferences. Remember, you'll also need to read the primary text. <p>Read:</p> <ul style="list-style-type: none"> • Do page 30 in JAC and bring to conference. (Answer questions on a separate sheet of paper as you will be adding this to your portfolio.) You will answer the questions you can before the conference, and the rest after. • JAC: 131-132 (Academic Integrity); memo conventions and brainstorming (27-28, 31, 32-33, 34); 151 (proofreading and editing)
<p>11</p> <p>Class Activities: Conferences (my office, 323 Colson)</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read and workshop essays for your group mates. Prepare for conferences. <p>Do page 30 in JAC and bring to conference. (Answer questions on a separate sheet of paper.) You will answer the questions you can before the conference, and the rest after.</p>	<p>13</p> <p>Class Activities: Conferences (my office, 323 Colson)</p> <p>Homework:</p> <ul style="list-style-type: none"> • Prepare your Midterm Portfolio for submission. The Portfolio is due on Tuesday, February 18. • Print, Read, and Bring Assignment Sheet for Researched Argument Introduction. • Don't forget to write the introduction for the portfolio in the form of a midterm memo. • Begin thinking in earnest about the Researched Argument project. <p>Read:</p> <ul style="list-style-type: none"> • EW: 10-16

<p>18 Class Activities: Library Instruction Day. The Rm. 136. The 2:30-3:45 class will meet in Rm. 104.</p>	<p>20 Class Activities: Topic activity and reading discussion.</p>
<p>DUE: Mid-term Portfolio</p>	<p>Homework:</p>
<p>Homework:</p> <ul style="list-style-type: none"> Continue determining topic for Researched Argument project. Print, Read, Bring Assignment Sheet for Researched Argument Proposal. 	<ul style="list-style-type: none"> Read assignment sheet for the Researched Argument project and begin brainstorming topics. After reading the assignment sheet and viewing the Hollow Interactive Documentary, generate a list of possible topics dealing with communities you're connected with. This can be your hometown, state, region, university, or the city in which you currently live. Remember, also, that a community can be something other than simply where you live. For example, a prison can be a community. Dancers can be a community. Bring this list of topics to class on Tuesday.
<p>Read:</p> <ul style="list-style-type: none"> “What Killed Aiyana Stanley-Jones?” and “Detroit’s Fight to Survive” (Photo Essay) Begin Hollow Interactive Documentary 	<p>Read:</p> <ul style="list-style-type: none"> Hollow Interactive Documentary JAC: 3-10 (invention—do the activities if you aren’t already settled on a topic); 81-84 (Do p 83) EW: 182-183 (fieldwork)
<p>25 Class Activities: Research question and thesis creation activity; information cycle (JAC 94-96, DO 96); fieldwork</p>	<p>27 (Mid-Semester is Feb 28) Class Activities: Proposal Workshop.</p>
<p>DUE: Proposal Draft (online)</p>	<p>DUE: Proposal Draft (online)</p>
<p>Homework:</p> <ul style="list-style-type: none"> Settle on a topic for your Researched Argument essay. Complete Proposal draft and submit on eCampus before class time on Thursday for workshopping. 	<p>Homework:</p> <ul style="list-style-type: none"> Continue research and begin revising Proposal. Revise research question and begin to work on turning it in to a thesis statement. Complete the Proposal workshop before the end of the day today.
<p>Read:</p> <ul style="list-style-type: none"> JAC: 115-117 JAC: 61-67 (note taking) (optional) 	<p>Read:</p> <ul style="list-style-type: none"> “What Broke My Father’s Heart” JAC: 119; 123-124. Do pages 118, 121-122 146-147; 139; Do 143

March	
Tuesday	Thursday
<p>04</p> <p>Class Activities: Evaluating Sources—popular vs. scholarly (97, 102-104 JAC, 115-117; 178-179 EW); banned books website evaluation</p>	<p>06 (Last day to drop with “W” -- Mar 7th)</p> <p>Class Activities: Argument discussion. Research question into a thesis statement activity. Setting up an academic essay (146-147)</p>
<p>Homework:</p> <ul style="list-style-type: none"> • Complete proposal, final draft. • Continue collecting sources and note taking <p>Read:</p> <ul style="list-style-type: none"> • “The Oil Boom is Destroying Small Towns Across America”, “Fracking: A Fable” and “Don’t Frack My Mother” (video) • Write just one response considering all of these texts together. • JAC: 97-100, 102-110 	<p>DUE: Proposal (Final Draft)</p> <p>Homework:</p> <p>Continue researching and compiling sources. Begin work on the Sources Activity (due March 20)</p> <p>Read:</p> <ul style="list-style-type: none"> • “The Battle Against Food Waste” , “The Freegan Establishment”, “Dumpster Diving Freegans are a Response to Food Waste”, and “Why Do We Throw Away Vast Amounts of Food?” (slideshow) • Write just one response considering all of these articles together.
11 – NO CLASS: Spring Recess	13 – NO CLASS: Spring Recess
<p>18</p> <p>Class Activities: Discussion of Researched Argument essay. Audience activity; seeing the other side debate activity.</p>	<p>20 (March 21st is the Last Day to Drop)</p> <p>Class Activities: Discuss reading and integration of sources. Thesis activity.</p>
<p>Homework:</p> <ul style="list-style-type: none"> • Complete Sources Activity. • Continue research and collecting sources. If you’re ready, begin outlining your essay. • Read, Print, Bring Researched Argument Nuts and Bolts assignment sheet. <p>Read:</p> <ul style="list-style-type: none"> • “The Particular Struggles of Rural Women” and “Dear West Virginia” 	<p>DUE: Sources Activity</p> <p>Homework:</p> <ul style="list-style-type: none"> • Begin draft of Researched Argument. <p>Read:</p> <ul style="list-style-type: none"> • “Some People Love Guns; Why Should the Rest of us be Targets? ” • JAC: 14 (Introductions) —Try out at least three intros to share on Tuesday; 15-16 (conclusions)—Try out one or two conclusion styles to share on Tuesday. You can be brief. I just want you to get some ideas, since intros and conclusions are often difficult for writers.

<p>25</p> <p>Class Activities: Continue discussion of quoting and integrating sources (70-74 JAC). Read 126 and do activity 127 JAC. Look at sample essay. (148-149)</p>	<p>27</p> <p>Class Activities: Continue work on essay structure and integrating sources. Workshop outlines.</p> <p>DUE: Outline for in-class workshopping.</p>
<p>Homework:</p> <ul style="list-style-type: none"> Continue collecting sources and complete outline of Research argument. DO outline 20-22 and bring on Thursday (don't forget to add the other side). <p>Read:</p> <ul style="list-style-type: none"> "Lucky Girl" JAC: 49-50 (fallacies) 	<p>Homework:</p> <ul style="list-style-type: none"> Print, read, bring assignment guidelines for the Final Portfolio <p>Read:</p> <ul style="list-style-type: none"> "Photographer as Witness" (Photo Essay), "Don't Blame the Victim or the Photographer", "Make Up Tutorial/Domestic Violence Campaign" (Video) <p>In your responses, make sure to discuss how these photo essays are making an argument with images as much as (or more than) with words. Be thinking of the multi-media aspect of your researched argument.</p> <p>Find at least two images (preferably that you've taken) This will be due on Thursday, April 10, so you have a little while to collect them.</p>

April	
Tuesday	Thursday
<p>1</p> <p>Class Activities: Revision activities and portfolio discussion.</p> <p>DUE: Draft of Researched Argument (hard copy to me, electronic copy posted on eCampus in your group's discussion thread)</p>	<p>3</p> <p>Class Activities: Conferences</p>
<p>Homework:</p> <ul style="list-style-type: none"> Prepare for conferences. <p>Read</p> <ul style="list-style-type: none"> JAC: 49-50 (fallacies) 	<p>Homework:</p> <ul style="list-style-type: none"> Complete online workshop. Post responses before regular class time on Tuesday, April 8). See JAC 153-155 <p>Read:</p> <p>JAC: Do 144-145 (MLA checklist) and bring to conference.</p>

<p>8 Class Activities: Conferences</p>	<p>10 Room 104 Wise Library Class Activities: Presentation discussion. Visual rhetoric. Share images for argument.</p>
<p>Homework:</p> <ul style="list-style-type: none"> • Print and bring assignment sheet for Presentations. • Bring your images for sharing and discussion on Thursday. • Bring a new draft of your essay for revision activity. <p>Read:</p> <ul style="list-style-type: none"> • “Before and After the War” , “Portraits of Men”, “Inside the World of Child Cage Fighting” • JAC: 27-28 (revision); 133-134 (plagiarism) 	<p>Revision and plagiarism.</p> <p>DUE: Images for Argument</p> <p>DUE: Final Portfolio (early submission for Extra Credit)</p>
<p>15 Room 104 Wise Library Class Activities: Presentations preparation. Discussion of visual rhetoric and practice.</p>	<p>17 Room 104 Wise Library Class Activities: Presentations and reflection.</p>
<p>DUE: Final Portfolio</p> <p>Homework: Prepare for presentations.</p> <p>Read:</p> <ul style="list-style-type: none"> • EW: 26 (visuals); 41-46 (oral presentations) 	<p>Homework: Prepare for presentations.</p>
<p>22 Room 104 Wise Library Class Activities: Presentations and reflection.</p>	<p>24 (Last Day to Withdraw from University) Room 104 Wise Library Class Activities: Presentations and reflection. Last Day.</p>
<p>Homework: Prepare for presentations. Complete any extra credit.</p>	<p>DUE: Extra Credit</p> <p>Homework: Pick up final grades and portfolios 12-2, April 29, in my office.</p>