

## English 102: Composition and Rhetoric II—Fall 2008

CRN: 80452, Section #005, MWF 11:30am-12:20pm, 121 Armstrong Hall

CRN: 80474, Section #027, MWF 12:30pm-1:20pm, 120 Armstrong Hall

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**Hours:** 1:30-3:30pm W, by appointment

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### Required Texts & Supplies

- *English102: Joining Academic Conversations*. Plymouth, MI: Hayden-McNeil Publishing, 2008.
- Lunsford, Andrea A. *The Easy Writer*. Boston, MA: Bedford/St. Martins, 2008.
- Petracca, Michael and Madeleine Sorapure. *Common Culture: Reading and Writing about American Popular Culture*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007.
- Copies of your own work, which will be shared with your fellow classmates
- Any additional material placed on e-reserves, given out in class, or e-mailed to you
- One-2 pocket folder for your Modified Portfolio

### Course Goals

Please see *Joining Academic Conversations* pages xiii-xxi—especially pages xv-xxi.

### Assignment Overview

Expect to write and revise about 20+ pages of writing for this course. English 102 is a modified portfolio course—meaning that you will have the opportunity to revise some, but not all assignments. In this course, you will be expected to write an argument analysis, an annotated bibliography, a paper proposal, an 8-10 page research/argument paper, and a midterm as well as final reflection. I will also give you detailed assignment sheets as we begin each major assignment.

### Evaluation Criteria and Grade Descriptions

Please see pages xviii-xx in *JAC*.

### Attendance

Regular attendance is necessary for you to succeed in my class. You may miss up to 3 classes with no penalty. I don't even need to know why you missed. After 3 absences, each absence will **LOWER** your final grade by a letter. If 6 or more absences occur, you will **FAIL** the course. If you miss a conference, it will count as one absence. Excessive tardiness will result in the lowering of your final grade by a full grade level. For each 3 instances of tardiness, your final grade level will be lowered a full grade level. For example, if you have 3 tardies, then your grade is marked down one grade level lower, and if you have 6 tardies, then your grade is marked down two grade levels, etc...

Also, if you know in advance that you will be missing class, you must contact me beforehand if you would like to turn in your work early. In addition, if you miss a class, you are responsible for the work due during your absence or on the following days after your absence. A missed class will not give you an extension for the work due. Under no circumstances do I accept e-mailed work. If you miss a class for whatever reason, you miss the opportunity to turn in your work.

### Cell Phones

There is really no reason to have a cell phone on every second of everyday. Otherwise, turn them off when you enter the classroom. Frequent interruptions by cell phones (either through calls or text messaging) will **lower** your participation grade to an **F** for the semester.

### Office Hours and E-Mail

Office hours (listed above) provide a great chance to talk one-on-one. Please stop by to ask questions—or just to say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via email as well, and you can expect that I will respond to you (in email or in class) from 9am to 5pm on Monday through Friday. So that we can use e-mail and the Internet to extend course conversations in a variety of ways, please activate and check your MIX account. (Note: you can forward MIX to another account.)

In addition, this is a writing class. Improperly formatted e-mails are not allowed. In every e-mail, you must have an opening remark (Dear so and so), the body of the e-mail, a closing remark (Sincerely, etc...), and your full name (first and last) written at the bottom. In addition, e-mails should be properly formatted—meaning using proper sentence structure, capitalization, and the absence of text/IM language (like **u** for **you**). If you do not follow proper e-mail format, then you forfeit the opportunity of receiving a response from me.

### **Late Work & Missed Deadlines**

Under no circumstances do I accept late work. Your work must be organized, collected, and ready to be turned in at the beginning of the class period in which it is due. There are no exceptions to this rule. Please, make sure that you have ink in your printer and that your printer is functioning in advance of the day when a paper is due. Make sure that you have paper. Remember to save and back-up your work often. If you do not have your work, then you receive a 0/F on that assignment. Outside of emergencies, I do not and will not give extensions on work that is due.

You must turn in full drafts for each stage of the portfolio process. If you are missing drafts, which includes one or all of the following: peer workshop drafts, the conference draft, the final for now draft, or the final draft, your final grade on the paper will be reduced by one grade letter for each step of the process not completed.

### **Plagiarism**

Plagiarism is the inclusion of another's words or ideas as your own in a paper you submit for this class. This includes having another person write a paper for you, turning in another student's work who has previously had an English 102 class, taking any or all information, writing, or ideas from the internet without proper MLA in-text citations and works cited entries, and pulling any information, writing, or ideas from any other type of source that is not your own work. To avoid plagiarism, you should always use proper MLA in-text citations for all quotations (which are direct word for word quotations in quotation marks) and for all paraphrased information (which is the use of others' ideas and information, which has been converted into your own language). For specific in-text guidelines, see the MLA documentation and citation section in your *Easy Writer*.

If you do plagiarize, the maximum penalty is an Unforgivable "F" in the course, which means that you have to re-take and pass English 102 during another semester and that the "F" is never removed from your QPA or from your transcript. Your instance of plagiarism will be documented with the proper authorities—including the deans or assistant deans of the college of your chosen major, English department writing coordinators and chairs, and the dean of student relations.

### **Grading**

#### Modified Portfolio Elements

- ✓ Advertisement Analysis (15%)/Revision Due with Midterm Portfolio
- ✓ Paper Proposal (10%)/No Revisions
- ✓ Annotated Bibliography (15%)/No Revisions
- ✓ Final Research Paper (30%)/Revision Due with Final Portfolio
- ✓ Popular Culture Journal (10%)/No Revisions

#### Class Elements

- ✓ Peer Workshop Responses & Participation; Midterm & Final Reflections (10%)
- ✓ In-Class Participation & Free Writes (10%)

### **Format** (For All Typed Assignments—Follow MLA Guidelines in *Easy Writer*)

- Double Spaced
- 1" Top & Bottom Margins, 1" Left & Right Margins
- 12 pt., Times New Roman
- Do Not Double Space Header
- All Typed Pieces Must Have a Title

### **Popular Culture & Notes Journal**

- All assignments that require a Journal entry should be TYPED following the above format for all papers. In general, typed responses should be 2 FULL pages, double spaced. If you are assigned a set of questions, you may answer in number format. Still, you must always have complete sentences and paragraphs.
- A good response for a PCJ entry includes detailed information about the assigned reading, discusses the format of the argument, includes references to the specific argument, lists specific examples of evidence used to support that argument, and/or quotations from the assigned reading with proper MLA in-text citations.
- Each journal entry is due on the day listed for the reading on the syllabus unless otherwise noted during class time. Failure to turn in an entry results in a zero on that entry grade.
- There are no revisions on any PCJ entries.

## Schedule of Work

\*\*Subject to change according to progress\*\*

Week	Date	Topic for Class	Homework (Due Next Listed Class)
1	8/18	Introductions; Discuss policies & procedures; Go over syllabus	Skim <i>Joining Academic Conversations (JAC)</i> pages xi-xxi
	8/20	Free Write; Pop Culture Intro.	Read <i>Common Culture (CC)</i> pages 1-6
	8/22	Free Write; Discuss schedule of work, course goals, and pop culture	Read <i>CC</i> (6-46); Bring an image of a Barbie doll or action figure to class
2	8/25	Free Write; Toy Activity	Read <i>JAC</i> (39-43, 47-53)
	8/27	Free Write; Writing an argument essay—the tools of college writing; Rhetorical Strategies	Read “Advertising’s Fifteen Basic Appeals” by Jib Fowles <i>CC</i> (73-91), <i>Pop Culture Journal (PCJ)</i> Entry 1
	8/29	Free Write; Advertising Activity	Read “Sex, Lies, and Advertising” by Gloria Steinem <i>CC</i> (123-140), <i>PCJ</i> Entry 2
3	9/1	No School-Labor Day Recess	
	9/3	Free Write; Introduce Advertisement Analysis Paper; 3 Ad Activity	Bring three example advertisements to class (from magazine or notes on TV ads)
	9/5	Free Write; Discuss Reading; Taking Notes on your Advertisements	Read “Getting Dirty” by Mark Crispin Miller <i>CC</i> (115-123), <i>PCJ</i> Entry 3
4	9/8	Free Write; Discuss structuring and outlining your advertisement analysis	Draft an outline for your advertisement analysis paper and bring 2 copies to class
	9/10	Free Write; Outline Activity; Reading Discussion	Write Advertisement Analysis & Bring 4 copies to class
	9/12	<b>Peer Review Workshop</b>	Prepare 2 questions for conferences
5	9/15	Class Cancelled for Conferences	Finish Advertisement Analysis
	9/17	Class Cancelled for Conferences	
	9/19	<b>Advertisement Analysis Due w/ALL Drafting</b> ; Free Write; Discuss Reading; Introduce Paper Proposal	Bring a 3 minute song with you to class either on a CD or an MP3 Player
6	9/22	Free Write; Analyzing Music Activity	“Hip-Hop Nation: There’s More to Rap than Just Rhythms and Rhymes” by Melissa August et al. (e-mail); <i>PCJ</i> Entry 4
	9/24	Free Write; How to start preliminary research	Draft a list of 5 potential paper topics with 1 paragraph explanations for each topic
	9/26	Library Day—Preliminary Research for your topic	Write Paper Proposal Brainstorming Draft & Bring 4 copies to class on 10/1
7	9/29	Introduce Midterm Reflection	Write Midterm Reflection & bring 3 copies to class
	10/1	<b>Peer Review Workshop</b> —Paper Proposal & Midterm Reflection	Organize Midterm Portfolio
	10/3	<b>Midterm Portfolio Due</b> —including Midterm Reflection, Paper Proposal, & Advertisement Analysis	MIDTERM; Skim <i>Easy Writer</i> MLA Documentation Section
8	10/6	Free Write; Crafting a Popular Culture Argument; How to take Notes for Research;	Read “The Evolution of the Seven Deadly Sins: From God to the Simpsons” by Lisa Frank <i>CC</i> (219-230), <i>PCJ</i> Entry 5
	10/8	Free Write; Discuss Reading; Introduction to MLA Citations	Library Research Worksheet; Class meets in the lobby of the Wise Library on 10/13
	10/10	Library Day	Bring research materials to class; Skim <i>MLA</i> Documentation section in <i>EW</i>
9	10/13	MLA Citation Activity	Read <i>Star Trek</i> Annotated Bib (e-mail)
	10/15	Free Write; Constructing an Annotated Bibliography	Draft 10 <i>MLA</i> Works Cited Page entries and bring 2 copies to class

	10/17	Free Write; Taking notes on sources	Take notes on sources & bring to class
10	10/20	Free Write; Evaluating & summarizing research activity	Write Annotated Bibliography brainstorming draft & bring 4 copies to class
	10/22	Peer Review Workshop	Finish Annotated Bibliography
	10/24	<b>Annotated Bibliography Due w/ALL Drafting</b> ; Free Write; Structuring your argument ; Introduce Intro & Outline	Read “Our Cell Phones, Ourselves” by Christine Rosen CC(351-372), PCJ Entry 6
11	10/27	Free Write; Reading Discussion	Draft Final Research Paper Introduction & Outline & bring 2 copies to class
	10/29	<b>Paper Introduction &amp; Outline Due</b> ; Free Write; Peer Activity—Finding holes in an argument	Read “Spudding Out” by Barbara Ehrenreich CC (146-149)
	10/31	Free Write; Discuss Reading	Read “Fight Club: A Ritual Cure for the Spiritual Ailment of American Masculinity” by Jethro Rothe-Kushel CC (565-590)
12	11/3	Free Write; Discuss Reading	Read JAC (79-84)
	11/5	Free Write; Know the Rules Activity; How to structure your argument	Write Final Research Paper brainstorming draft & bring 4 copies to class
	11/7	Peer Review Workshop	Prepare 2 questions for conferences
13	11/10	Class cancelled for conferences	Revise Final Research Paper
	11/12	Class cancelled for conferences	Revise Final Research Paper
	11/14	<b>Final Research Paper Due w/ALL Drafting</b>	Read “Keeping It Real: Why We Like to Watch Reality Dating Television Shows” by Robert Samuels CC (193-201), PCJ Entry 7
14	11/17	Free Write; Discuss strategies for editing & polishing your writing	Bring Copy of Paper to Class
	11/19	Free Write; Reverse Outline Activity	Analyze a Pop Culture Item of your choosing, PCJ Entry 8
	11/21	Free Write; Introduce Final Reflection	Read “The Way We Are” by Sydney Pollack CC (523-533)
15	11/24-11/28	Thanksgiving Recess	Thanksgiving Recess
16	12/1	Class Cancelled for Conferences on Final Portfolio	Bring copy of paper to class
	12/3	Free Write; Evaluations; Revision Activity	Collect & Organize Final Portfolio
	12/5	<b>Final Portfolios Due in MY OFFICE from 11:30am-1:20pm</b>	
17	12/8-12/12	Finals Week: Return Portfolios	

## **Pop Culture Journal Entries**

- See requirements listed on page 2 of the syllabus
- Typed, Double Spaced 2 FULL pages per entry
- Should be structured as an essay with complete sentences and developed paragraphs.

### **Entry 1-Due 8/29/2008**

Part 1: Read “Advertising’s Fifteen Basic Appeals” by Jib Fowles CC(73-91) and answer the **Writing Suggestion** question on CC (91).

### **Entry 2-Due 9/1/2008**

Part 1: Read “Sex, Lies, and Advertising” by Gloria Steinem CC(123-140) and answer the **Writing Suggestion** question on CC (140). [For this question, you may analyze the relationship between advertising and editorial content of a men’s magazine instead of a women’s magazine.]

Part 2: Find three related advertisements and bring them to class on 9/3/2008. For instance, pick all ads related to engagement rings, sports tennis shoes, etc... You may pull ads from a magazine, bring in notes about a television ad, or bring in a combination of both magazine and television ads.

### **Entry 3-Due 9/5/2008**

Read “Getting Dirty” by Mark Crispin Miller on CC (123-140) and answer the **Writing Suggestion** question on CC (123).

### **Entry 4-Due 9/24/2008**

Read the e-mail handout entitled “Hip-Hop Nation: There’s More to Rap than Just Rhythms and Rhymes” by Melissa August et al. (300-313) and answer the **Writing Suggestion** question on page 313 of the handout.

### **Entry 5-Due 10/8/2008**

Part 1: Read “The Evolution of the Seven Deadly Sins: From God to the Simpsons” by Lisa Frank CC (219-230). Then, watch an episode of *The Simpsons* on television this week—either the new episode or episodes in syndication. Be sure to check the TV Schedule ahead of time. If you wait to the last minute, you may not be able to finish this PCJ entry. Using the examples from the episode, write a clearly thought out essay that either confirms or denies Frank’s argument in regard to the episode that you watched.

### **Entry 6-Due 10/27/2008**

Read “Our Cell Phones, Ourselves” by Christine Rosen CC (351-371) and answer the **Writing Suggestion** question on CC (371).

### **Entry 7-Due 11/17/2008**

Part 1: Read “Keeping It Real: Why We Like to Watch Reality Dating Television Shows” by Robert Samuels CC (193-200). Then, choose a reality TV dating show and watch it this week. Construct an essay using that reality TV dating show episode as evidence that either proves or disproves Samuels’s top ten reasons as to why people watch reality dating TV shows.

**Entry 8-Extra Credit-Due with Final Portfolio (5/1/2008)**

Choose one of the two following options and construct a short, concise argument essay:

Option 1:

Choose a pop cultural item of your choice (a movie, a song, an ad, a television show, a blog, etc...) and construct a short reflection about the piece. We are nearing the end of the semester, and this is the entry where you can show me what you have learned throughout the semester. Pick your pop cultural item and analyze it!

Option 2:

Choose any essay in *Common Culture* that was not assigned throughout the semester. Read this essay then answer the **Writing Suggestion** question at the end of the essay.

## **Major Assignments**

### **Advertisement Analysis**

For class, you brought in three different advertisements for a similar produce—like cell phones, engagement rings, insurance, etc... With those advertisements, you began taking notes and digging deeper into how advertisements work as a cultural artifact. You have also read Jib Fowles's "Advertising's Fifteen Basic Appeals," and we've discussed the rhetorical triangle and different types of arguments. Overall, you've seen rhetoric in action through advertisements.

For this paper, you will be required to create a succinct analysis of three advertisements. You may do this analysis on the advertisements you brought to class, but feel free to do this paper on any three advertisements—so long as they are all about a similar product. In this paper, I will expect you to look at the rhetorical claims that the advertisements are making, the reasoning behind the claims of each advertisement, the intended audience, and the warrants (or underlying assumptions) which connects the claims and reasons. I will also expect you to examine the use of the rhetorical triangle when looking at each advertisement. Are there examples of ethos, pathos, and logos? How are they used? And are they used affectively?

Finally, I expect a well organized, clear analysis that proves to me that you understand the basic components of analysis and the use of rhetorical arguments in a given advertisement. In the end, dig a little deeper and tell me the effectiveness of advertisements in our consumer culture.

**Length:** 4-5 pages, double spaced (Follow formatting guidelines—see page 2 of syllabus)

### **Timeline:**

Friday, Sept. 12, 2008: Brainstorming Draft is Due; Bring 4 copies for Peer Workshop

Friday, Sept. 12, 2008: Peer Review Workshop

Monday, Sept. 15, 2008 and Wednesday, Sept. 17, 2008: Class Cancelled for Conferences

Friday, Sept. 19, 2008: Final for Now Due with ALL Drafting

Friday, Oct. 3, 2008: Final Revision Due in Midterm Portfolio

### **Evaluation**

I shall look at the following components in determining your grade:

- ✓ Did you pick three related advertisements?
- ✓ Did you make use rhetorical terminology—like appeal, claim, warrant, ethos, logos, and pathos? Did you use this terminology correctly?
- ✓ Is there a succinct analysis? Is there an idea per paragraph that is supported with evidence from an advertisement or advertisements?
- ✓ Is there clear organization? Can I follow the development of each idea from paragraph to paragraph? Is there a smooth flow?
- ✓ Does the paper meet the minimum requirements set forth in this assignment?
- ✓ Does the paper follow conventional grammar, spelling, and organizational rules?

**Final for Now 9/19/2008 at the BEGINNING OF CLASS!!!!**

## **Final Researched Argument Paper**

Throughout the semester, we have focused our class discussions and readings around Popular Culture issues, critiques, and analyses. For your final paper, you must find a research topic related to Popular Culture with which you could create a clear and well-organized argument involving that topic. Remember, you must find a topic which you can research and propose a new and creative argument concerning that topic. Finally, you will draft your major research paper integrating credible sources, rhetorical/argumentative strategies, and organizing a concise paper supported by evidence. In the end, you must do what many of the writers we have read this semester have done—effectively argue a perspective while integrating differing viewpoints and extensive research.

### **Tips & Techniques for Writing the Research Paper** (adapted from Erin Tocknell)

**Step 1: Brainstorm.** Begin brainstorming ideas about possible topics. In order to do this successfully, you will have to do some general reading about your area and the specific issues you think you would like to focus on. Think about topics that are of great interest to you; think about what matters. Once you have decided on a topic, you will need to formulate a tentative claim before going on to the research stage.

**Step 2: Research and Finalize Claim.** After pre-writing on your own a bit, research your chosen topic. As you research, you should not only look for material that supports your claim, but also look for ways to revise your claim into a specific, supportable argument.

**Step 3: Draft.** Using good pre-writing, researching, note-taking, and drafting techniques, compose an argumentative essay, which “argues a point of view or presupposes an opposing point of view, and is geared directly to anticipating and refuting it” (Watters and Moser 23) with the “goal of...convincing readers to change the way they think or what they do, or persuading them to take action in particular directions” (23).<sup>1</sup>

**Step 4: Revise.** Repeat as necessary.

**Length:** 8-10 pages, double spaced (See formatting guidelines on page 2 of syllabus)

### **Timeline:**

Wednesday, Oct. 29, 2008: Paper Introduction & Outline Due

Friday, Nov. 7, 2008 2008: Brainstorming Draft Due & Bring 4 copies for Peer Workshop

Friday, Nov. 7, 2008: Peer Review Workshop

Monday, Nov. 10, 2008 and Wednesday, Nov. 12, 2008: Class Cancelled for Conferences

Friday, Nov. 14, 2008: Final for Now Research Paper Due w/ALL Drafting

Friday, Dec. 5, 2008: Revision of Final Research Paper Due in Final Portfolio

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<sup>1</sup> Moser, Joyce and Ann Waters. *Creating America: Reading and Writing Arguments*. New Jersey: Prentice Hall, 2005.



**Evaluation:**

- ✓ Is there a clear argument, which is clearly stated through a thesis statement in the early pages of the paper?
- ✓ Does each paragraph have a central point, which is supported by specific evidence from primary and/or secondary sources?
- ✓ Is there a clear introduction to your thesis statement and the major points of the upcoming paper in the early pages of your paper?
- ✓ Does each paragraph's central point go to supporting your overall argument and thesis statement for your paper?
- ✓ Is there a strong opening and closing?
- ✓ Is research from multiple choices integrated throughout the paper?
- ✓ Is a Works Cited page included in MLA format?
- ✓ Is there proper MLA format for both in-text citations and the Works Cited page?
- ✓ Does the paper meet the minimum requirements of the assignment?
- ✓ Are proper grammar, punctuation, spelling, and organization conventions observed?

**Final for Now Researched Argument Paper Due 11/14/2008 w/ALL Drafting!!!!**

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**Paper Proposal** (adapted from Jo Ann Dadisman)

In class, we've begun discussing research topics. By now, you should have narrowed down your particular areas of interest. This proposal is a way for you to begin developing your ideas about your argument and the research you intend to do. This short proposal allows you to direct your ideas and research for the Final Research Paper.

When you are writing a proposal for a paper in English 102, you are sharing your plans for a formal paper, and are doing so only after you have immersed yourself in reading and thinking about those questions that are driving your research. The proposal helps you to articulate the direction of and purpose for your research. Hopefully your purpose is to encourage your audience to see a Pop Cultural issue in a new way. Part of that purpose is to set forth your plan of action in a text that usually relies upon headers or visual markers to separate the parts of your proposal.

This short assignment requires the memo format for the assignment. Typically, the headers for memos include the following:

Date:

To:

From:

Subject:

The body of the memo is single spaced, no indentations, with double spacing between paragraphs.

The proposal should be written in paragraph form, with each paragraph addressing one important aspect, such as background information, your position and support, your plan of action and the reasons supporting it, and a summary of why your research is important to the field. Headers are helpful to you and your audience. Be sure to include a section on your own timetable, which establishes a self-improved schedule which breaks the writing assignment into weekly deadlines and often includes the final draft due date.

**Length:** 1-2 pages, Memo Format (See Above)

**Timeline:**

Wednesday, Oct. 1, 2008: Brainstorming Draft Due; Bring 4 copies for Peer Workshop

Wednesday, Oct. 1, 2008: Peer Review Workshop

Friday, Oct. 3, 2008: Final Draft Due with ALL Drafting

**Evaluation:**

- ✓ Is there a clear, well-established research question that takes a fresh look at the topic of interest to your intended audience?
- ✓ Is there some research that reveals you have studied the issue and know your question is viable for the writing assignment it supports?
- ✓ Is there a well-organized and inclusive structure that explains why you want to pursue your research and how it will contribute to the academic discussions on the topic?
- ✓ Is there attention to the conventions of writing, including grammar and punctuation, word choice, and varied sentence structure?

**Final Draft Due 10/3/2008 w/ALL Drafting!!!!**

**Midterm Reflection** (adapted from Laura Brady)

Your on-going project in English 102 is to develop your abilities as an effective reader, researcher, and writer. By mid-term, you will have completed about half of the work for this class. To take stock at this point in the semester, please write me a short reflection essay (about 1.5-2 pages long). This essay gives you the chance to look at the following:

- Consider your work as a writer, reader, and thinker so far
- Identify some personal goals for the remainder of the course
- Engage in a dialogue with me

Please use *specific examples* from your work this semester to explain and illustrate your work as a writer, reader, researcher, and thinker. To develop your points, think about what you've accomplished in your informal writing, your essays, your responses to group members, and your responses to readings. For additional ideas, you might try reviewing the readings for the class, the syllabus and assignment sheets, and the comments you've received from me and your peers. We'll spend some time in class generating ideas and discussing organization.

**Length:** 1.5-2 pages, double space (Follow formatting guidelines on page 2 of syllabus)

**Due:** Friday, October 3, 2008 in Midterm Portfolio

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**Midterm Portfolio**

At midterm, I require you to submit a portfolio of your work so far this semester. After reviewing your portfolio, you will receive your midterm grade for the class. Please, remember that to receive full consideration you must organize and include all of the portfolio elements. The following items should be included in this order when you turn in your portfolio at midterm:

- Midterm Reflection
- Paper Proposal (in memo format)
- Advertisement Analysis (only if you revised)
  - Include all drafting
  - If you decide to revise, write final at the top of your revised paper and circle it. Also, highlight the sections where you revised. You do not need to highlight grammatical changes—only major content changes.
- Anything Else (Free Writes, Notes, etc... that you think I should consider when determining your Midterm Grade)

**Due Friday, October 3, 2008 in my office (G07 Colson) between 11:30am-1:20pm!!!!**

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## **Annotated Bibliography**

Read *Joining Academic Conversations* assignment sheet on page 223. This outlines the importance of the Annotated Bibliography, what it is, and how you get started. Be sure to organize your research and thoroughly read all of your items. Also, make sure that all of your secondary sources are credible—meaning no Wikipedia or other mass produced information. Make sure you find a mixture of books, credible internet websites, scholarly articles, and magazine/newspaper articles to flush out your research. Do not wait until the last minute to conduct your research. Some items may need to be sent through Interlibrary Loan or E-Z Borrow.

### **Criteria:**

Your Annotated Bibliography must:

- Include **10 ENTRIES** including a mixture of scholarly books, academic journal articles, and electronic resources (database, website, or electronic journal). You must have at least **FOUR** different types of sources.
- Each annotation should be **3-5 SENTENCES** long.
- Include a citation and an annotation for each source. The annotation needs to summarize the main ideas of the source, evaluate the source using elements of rhetoric, and indicate how you might use the source in your paper.
- Follow Modern Language Association's (MLA) Guidelines for documentation. (See your *Easy Writer* for examples and specifics outside of what we discuss in class.)
- Be arranged alphabetically by author or first word in the entry according to MLA style.
- Have a title. (This may or may not be the title for your Final Research Paper.) Just make sure that it is creative and implies the argument of your paper.

### **Timeline:**

Wednesday, Oct. 22, 2008: Brainstorming Draft Due; Bring 4 copies for Peer Workshop

Wednesday, Oct. 22, 2008: Peer Review Workshop

Friday, Oct. 24, 2008: Final Draft Due w/ALL Drafting

### **Evaluation:**

- ✓ Are your resources appropriate and relevant to your topic?
- ✓ Did you succinctly summarize your sources?
- ✓ Did you evaluate your sources?
- ✓ Did you indicate how each source may contribute to your paper?
- ✓ Did you utilize MLA documentation properly?
- ✓ Did you practice the conventions of grammar, punctuation, and spelling?

**Final Draft Due 10/24/2008 w/ALL Drafting at the Beginning of Class!!!!**

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### **Final Reflection** (adapted from Laura Brady)

We have finally reached the end of the semester, and as your final writing assignment, I am asking you to compose a Final Reflection Essay of 1.5-2 pages. Consider the following questions as you compose this reflection:

- What do you consider the best example of your writing for the course? Why?
- What improvements or changes should I notice in your writing? What improved? Why? (If nothing, why not?)
- What one particular aspect of your writing has made you proud?
- Which assignments have helped you better understand the concept of writing as a way to address questions, solve problems, or create an argument?
- Have you learned to write with authority? What examples come to mind?
- In general, what new things have you learned about writing, reading, researching, and responding to writing? (If nothing, why not?)
- What does your work for this course illustrate about **you** as a writer, a student, and/or a critical thinker/reader?
- What will you continue to work on as a writer?
- What else should I know about your writing?
- What aspects of this course worked and what didn't? How can I improve? Do you have suggestions for me about how to improve my course?

**Length:** 1.5-2 pages, double spaced (See formatting requirements—page 2 of syllabus)

**Deadline:** Due Friday, December 5, 2008 with Final Portfolio

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### **Final Portfolio**

At the end of the semester, I require that you submit a Final Portfolio. This portfolio includes the work you have accomplished throughout the semester. Like the Midterm Portfolio, organization and presentation count for part of your Final Portfolio Grade. The final portfolio should include:

- Final Reflection
- Final Researched Argument Paper (if you revised)
  - Include all drafts
  - Write and circle FINAL at the top of the revised paper if you choose to revise this paper. Highlight all changes in content.
- Anything Else

**Due 12/5/2008 in my Office (G07 Colson) between 11:30am-1:20pm!!!!**