

ENGLISH 102: COMPOSITION AND RHETORIC II  
SECTIONS 03 AND 07  
FALL 2012

M, W, F: 8:30-9:20 WOODBURN 106, 9:30-10:20, WOODBURN G21

Instructor: Kelly Sundberg

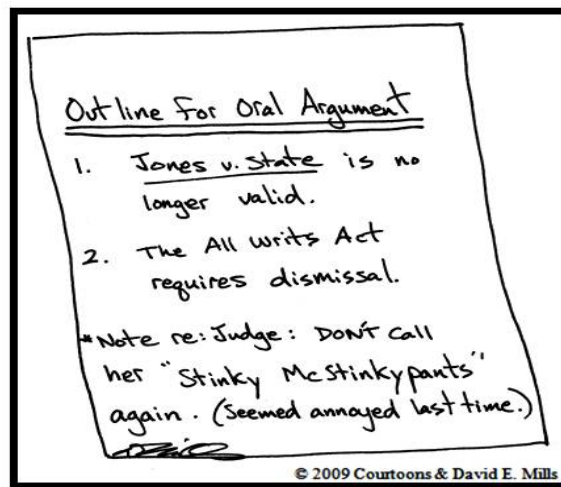
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Office Hours: M 10:30-12:30, and by appointment.



**Overview.** Those of us who teach in the writing program at West Virginia University recognize that effective writing skills are essential to success in *every* field of study and work. All of you have already completed English 101 (or the equivalent) and should already possess some—perhaps considerable—experience in generating ideas, stating your opinion clearly, developing and organizing cogent essays, thinking about who will read your writing and why, and controlling your writing style and mechanics.

English 102 builds on these writing abilities and then expands them by emphasizing *research and argument* and giving even greater attention to *revision and organization strategies* to meet the specific needs of an audience and purpose. This course will provide you opportunities to write:

- as a way to explore, understand, and evaluate ideas;
- as a way to analyze and resolve questions or problems;
- as a way to argue effectively and persuasively in a variety of contexts.

**Course Goals/Outcomes.** As you begin to read Joining Academic Conversations, you will see that the book designed for this course at WVU should help you meet five important goals. Some of them will seem familiar from English 101, a prerequisite, while others will be new. All of the assignments and activities you complete in English 102 will help you master these course goals:

- understanding writing as a process
- argue effectively and persuasively in a variety of contexts
- explore and evaluate ideas

- integrate research effectively
- know the rules of genre conventions, editing, and source documentation.

**Course Policies and Procedures.** Please read the preface to your *Joining Academic Conversations* carefully, especially the sections that address attendance, participation, late work, intellectual integrity, classroom etiquette, course concerns, social justice, and special needs. Please note that the inside front cover of this text also provides you with a quick reference to some of the resources you may rely upon during the course. We will discuss course policies and procedures during the first week of class, so come prepared with questions about attendance, intellectual integrity, and any other concerns you may have.

Attendance: Your attendance is a key part of your success in this course. The English departmental policy states that you may miss only **THREE** classes. A fourth absence, **for any reason**, will compromise your grade as much as one full letter. Each additional absence will lower your final grade by an additional letter grade (six or more absences will result in a failing grade). If you know you will be missing class, please email me as soon as possible.

Please note: All absences (*including excused absences*) will count toward the total number, and this policy starts from the moment you are registered in the course. **There are no excused/unexcused absences;** I strongly recommend that you save your absences for illnesses or emergencies. You are responsible for making up any work you may miss by failing to attend class, regardless of the reason.

**NOTE: Late work will not be accepted after the fact. If you encounter any difficulties that affect your ability to turn in work on time, please contact me ahead of time, and I will work with you to come up with a suitable arrangement, but I cannot help you after the deadline has passed. Because this is a portfolio based course, failure to turn in major portfolio components will necessarily result in an F for the class.**

Tardy Policy: Arriving late is stressful for you and for the class; please make every attempt to arrive promptly. Excessive tardiness will compromise your participation grade

Homework: It is your responsibility to know what homework is due each class period. If you know that you are going to be absent please email another student for the homework assignment. Though I try to stay as closely to the syllabus as possible, occasionally I will need to make adjustments in order to provide better opportunities to learn certain material. **Please understand that the syllabus is a guide, not a contract.**

Electronic Devices: While you are in English 101 your focus should be on the material from the course. Please turn off your cell phones for the duration of class. **If your cell phone becomes a distraction, you will be asked to leave and you will be counted absent for the day.** Keep other electronics put away while in class.

Computer Lab: Access to the computer lab is a privilege; **please do not bring food or drinks into the lab.** It is extremely important that you remain engaged with the material, if you choose to check your email, Facebook, or any other internet site unrelated to the course, you will lose your participation grade for the day. The library has multiple computers for students to use during operating hours.

Peer Review: We will be focusing on the process of writing throughout this course. One of the most important aspects to developing a polished piece of writing is to revisit your work and revise. You will participate in multiple peer review sessions. Please consider the effects of being ill-prepared. Neither you nor your fellow students benefit from this important activity if you arrive unprepared. If you come to class without materials for peer review, you will lose participation credit for the day, and this can substantially affect your grade over time.

**Plagiarism:** Please refer to the section on Plagiarism/Academic Integrity in the JAC. Plagiarism is unacceptable in any form, and all work must be created for this class. If you are repeating this class, you may not use work from a previous section of English 101 or 102. You may also not “recycle” work that was written for any other class without consulting me first. Should you use work from another class without consulting me, I will treat that as a case of plagiarism.

**Special Needs.** If you have a learning disability or other special need that may impact your performance in this class, please talk with me about your concerns at the start of the semester. WVU’s Disability Services is a support system designed to assist you make the most of your educational experience.

**Office of Student Life.** This office can assist students who encounter difficulties during the semester. The office specializes in troubleshooting and problem solving. Located in 116 Elizabeth Moore Hall, their main telephone number is 293-5611.

**Social Justice.** I take my responsibilities as an English 102 instructor very seriously and am committed to providing a classroom space dedicated to open communication and mutual respect. I welcome suggestions to help meet this commitment.

**Texts and Materials.** Please purchase the following three required texts:

- Dadisman, Jo Ann, ed. *Joining Academic Conversations: English 102* (6th ed.). Plymouth, MI: Hayden-McNeil Publishing, 2011.
- Lunsford, Andrea A. *Easy Writer*, 4th Ed. Bedford: Boston, 2010.
- In-class/ecampus handouts.
- In addition to these three required texts, you will also need to access your MIX account and the class WVU ecampus page regularly. You will also use the English 102 LibGuide to begin your research process. **The URL is <http://libguides.wvu.edu/english102>.**
- You will need to purchase a soft-cover binder or large envelope in which to submit your writing when major essays are due, as well as twice during the semester for portfolio review.

**English 102's Portfolio Approach.** Writing is an ongoing process. To keep track of your process and progress over the course of the semester, you will collect all of your written work to create two portfolios of your writing—one submitted at the midterm point and the other submitted at the end of the semester. The portfolio emphasizes the ongoing process of writing and revision and encourages you to reflect on your work as a writer, reader, and thinker in first year composition.

On the schedule of work due, you will see several “draft” deadlines. You will get feedback from peers and your instructor on each draft to encourage you to continue to revise and polish your writing.

At mid-semester, you will be asked to write a reflective memo about your reading and writing processes. In response to that and a midterm portfolio, I will provide you with a midterm grade that addresses your progress in the course so far. This assessment will be based on evaluation criteria found in the introduction to *JAC*, the course syllabus, and the course rubric located on the inside back cover of *JAC*. The major assignments included in this submission will be the “final-for-now” drafts of the advertising and magazine analysis but you will also include short writes, in class activities, and other evidence of your progress to date.

At the end of the semester, you will be asked to write a second memo, this one addressing the formal writing you have completed for the course and encompassing your work for the entire semester. You will have an opportunity to revise any work that you submitted for the midterm portfolio. In addition to

the advertising and editorial analysis from the first half of the semester, you will also include your research proposal, an annotated bibliography and an extended argumentative essay.

**English 102 Assignment Overview.** The purpose of English 102 is to help you develop your abilities as a researcher and writer of persuasive texts in academic and non-academic contexts. You'll learn about the research process, argumentation, and critical inquiry. This class will focus specifically on arguments made in the media through visual and verbal rhetorical appeals. We will be discussing controversial issues that are in the current media, so it's important that you behave respectfully towards your fellow classmates and instructor.

I will provide you with detailed assignment sheets for the 20+ pages of polished and revised writing that you will complete during English 102. Most of the writing will ask you to integrate research and to practice strategies of analysis and argument. Here's an overview:

### **Midterm Portfolio**

- Ad Analysis (4+ pages): Write an essay in which you analyze how effectively an advertisement persuades their target audience. Goals: a clear, well-established thesis statement and abundant, specific evidence to support your thesis statement, as well as a demonstrated understanding of rhetorical appeals. Mode of evidence: direct observation.
- Researched analysis (4-5+ pages): Select an editorial or an in-depth news column on a controversial issue that interests you. Identify the major parts of the argument--claim, support, warrant--as they have been defined in the pages that discuss Toulmin-style arguments. Evaluate whether the author makes a successful or unsuccessful argument. Find at least one other source to support your claims. Methods of evidence: periodical sources.
- Reflective Writing (1-2 pages). English 102 will encourage you to reflect periodically on your learning and discovery processes as a reader and writer. Your mid-semester assignment will be to compose a 1–2 page memo about your work so far in the class.

**Final Portfolio: In addition to a revised version of the midterm portfolio, you will be expected to turn in the following:**

Argumentative essay (6+ pages). This is the culmination of the work begun with your research proposal and extended in the annotated bibliography. Your research allows you to have authority on a topic so that you can present a cogent, well-supported argument. The challenge in this paper is to coordinate several sources with your own arguments to develop an original essay you will present to a diverse audience. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis.

- Reflective Writing (3 pages). Your end-of-semester reflection will introduce your final portfolio. It is a chance for you to reflect on your work as a writer to provide context for a reading and evaluation of the portfolio. In other words, the reflective introduction is the argument for what you've learned and achieved as a writer and reader in English 102 while the portfolio is the evidence of that argument.

### **Informal Writing (20%).**

**These grades are “frozen” and cannot be revised. Please see *Informal Writing Grade Descriptors* for more information.**

- Research Proposal (3+ pages). Create a research-driven question, immerse yourself in resources that explore that question, and develop a plan of action for your work. That is, what do you intend to contribute to the academic conversations on your topic? The proposal helps you to articulate the direction of and purpose for your research. Methods of evidence: major databases; visits to the Term Paper Clinic or reference library; interviews, etc. Be sure to access libguide for 102 on our WVU eCampus webpage.

- Annotated bibliography (5+ pages). The Annotated Bibliography is an important step in creating your final paper, the culmination of your work in English 102. An Annotated Bibliography is an alphabetical list of citations to books, articles, interviews, and other texts. An annotation, which follows each citation, is a brief summary and evaluation of the source that helps identify the content, quality, and relevance of the source cited. Methods of evidence: major databases such as MountainLynx, EBSCOhost, Lexis-Nexis. Use libguide for 102.
- Other informal writing might include reading responses, short analyses, or other brief assignments that let you try out genres and style, think through responses to readings, and prepare for discussions or longer assignments. This writing is typically no more than 2 pages in length and may be assigned either as in-class work or as a brief entry to be done at home. Over the course of the semester, you can expect about 8-10 such informal writing assignments for a total of 20 pages. You will receive a midterm informal writing grade and a final semester grade.

**Participation (10%).** Participation is assessed based not only on attendance, but also on your good citizenship, your investment in class activities and discussion, and your ability to respect and work well with others. You will receive a midterm participation grade, which will describe your work at that point and a final one at the end of the semester. You are welcome to talk to me if you have questions about your progress in the class.

**English 102 Evaluation Criteria and Grade Descriptions.** Success in this class depends on meeting all the requirements, the quality of your written work, and your willingness to try new perspectives, to revise and rethink, to take risks. Your final grade will be based on the following percentages:

▪ Portfolio Writing: revised, written work from 5 major assignments	70%
▪ Short Writing Assignments and Homework	20%
▪ Participation	10%

**Grade Descriptors for English 102.** I will follow the descriptors provided in JAC on pages xvi-xvii. These criteria let you know what is expected of you in terms of participation, informal writing, and your more formal, revised writing for English 102. Please note the course rubric on the inside back cover of JAC. It recognizes the course goals and degrees of mastery that I will use in reviewing and evaluating your final portfolio.

### Schedule of Work

**Text Abbreviations:** JAC=*Joining Academic Conversations*. EW=*Easy Writer*.

You should bring your textbooks to all class meetings. Be in the habit of checking your MIX e-mail regularly.

**PLEASE NOTE:** This schedule is subject to change according to class progress and performance. Homework may be added or deleted as determined by assessment throughout the semester.

### UNIT ONE: Ad Analysis (Analyzing Direct Arguments)

**Monday, August 20:**

Introductions, Syllabus

Read EW pg. 25-35 (3a-3h) Critical Thinking and Argument

Read handout.

**(Late Registration Fee in Effect after Aug 20)**

**Wednesday, August 22:**

Introduce Advertising Analysis

Read sample essay.

**Friday, August 24:**

Find 3 advertisements for the Ad Analysis (email links or bring in print copies)

**(Last day to register and add new courses)**

**Monday, August 27<sup>th</sup>:**

JAC Three Proofs of Classical Rhetoric

Short Write 1 Assignment #1 Due Wed. Aug. 31<sup>st</sup>

**Wednesday, August 29<sup>st</sup>:**

**Shortwrite #1 DUE**

Read handout.

**Friday, August 31:**

**Class Meets in Computer Lab, Colson G6**

Introduce Rogerian Argument, Discuss Thesis Statements, Purpose

Complete 3 page rough draft of Advertising Analysis (3 print copies due on Wednesday for peer review)

**Monday, September 3:**

**NO CLASS- LABOR DAY**

Rough Draft of Ad Analysis Paper

**Wednesday, September 5:**

**Peer Review: Rough Draft of Advertisement Analysis Paper Due (3 print copies)**

Revise Ad Analysis Paper

**Friday, September 7:**

**“Final for Now” Ad Analysis Due**

Assign Editorial Analysis Paper

Find 3 editorials to bring to class.

**UNIT TWO: Editorial Analysis (Responding to the Arguments of Others)**

**Monday, September 10:** Editorial Activity  
Read editorial “Turning Goys into Girls.” Respond to questions provided in class.

**Wednesday, September 12<sup>th</sup>:** **CLASS CANCELLED FOR CONFERENCES**

**Friday, September 14:** **CLASS MEETS IN COMPUTER LAB, COLSON G06**  
Bring Flash Drive and intro to Editorial Analysis.

**Monday, September 17:** Read JAC pg. 49-50 Common Fallacies of Argument  
Read article on Logical Fallacies

**Wednesday, September 19:** **In-Class Short Write 2**

**Friday, September 21:** Complete 4 page draft of Editorial Analysis (3 printed copies due on Monday 9/26).

**Monday, September 24:** **Peer Review: Rough Draft of Editorial Analysis Paper Due**  
Revise Editorial Analysis Paper

**Wednesday, September 26:** **CLASS MEETS IN WISE LIBRARY, RM 136**  
**“Final for Now” Editorial Analysis Paper**

**Friday, September 28:** **CLASS MEETS IN COMPUTER LAB, COLSON G06**  
Introduction to Research Paper & Project Proposal  
Midterm Portfolio Assignment-- Read JAC Midterm Memo (Shortwrite #3-Due with Portfolio)  
Read JAC Invention: Finding Ideas for Argument & JAC pg. 6-7 Invention Questions

**UNIT THREE: Research Paper (Creating Your Own Arguments)**

## PROJECT PROPOSAL

- Monday, October 1:**                   **Conferences—CLASS CANCELLED**  
Read handout (Finding a Topic and Creating a Proposal).
- Wednesday, October 3:**           **CLASS WILL MEET IN COLSON G18**  
Continue work on Project Proposal and Midterm Portfolio  
Read EW pg.12-24 Academic Writing
- Friday, October 5:**               **Midterm Portfolio Due in-class today**  
**Project Proposal Due Today**

## ANNOTATED BIBLIOGRAPHY

- Monday, October 8:**               Read JAC pg. 81-82 Seven Easy Steps to Effective Library Research  
Read JAC pg. 61-67 Taking Research Notes  
Read EW pg. 176-184 Conducting Research
- Wednesday, October 10:**       Read EW pg. 184-197 Evaluating Sources and Taking Notes  
Find & read 1 source for Annotated Bibliography
- Friday, October 12:**               **CLASS MEETS IN COMPUTER LAB, COLSON G06**  
Read JAC pg. 54-57 Reading Critically and Reading Like a Writer  
Read handout on preparing a working bibliography.  
Find & read 1 source for Annotated Bibliography
- Monday, October 15:**               Find & read 1 source for Annotated Bibliography  
**Short Write #4 Due Wed. Oct. 19<sup>th</sup>**
- Wednesday, October 17:**       Find & read 1 source for Annotated Bibliography  
**Shortwrite #4 DUE**
- Friday, October 19<sup>th</sup>:**               Find & read 1 source for Annotated Bibliography
- Monday, October 22:**               Read JAC pg. 131-135 Academic Integrity



Find & read 1 source for Annotated Bibliography  
Read EW pg.197-202 Integrating Sources and Avoiding Plagiarism  
Read AO pg. 188-192 Evaluating and Utilizing Sources

**Wednesday, October 24:**      **Watch Documentary**

Find & read 1 source for Annotated Bibliography

**Friday, October 26:**      **CLASS MEETS IN COMPUTER LAB, Colson G06**

Find & read 1 source for Annotated Bibliography

**(Last Day to Drop)**

### **WORKING OUTLINE**

**Monday, October 29:**

Find & read 1 source for Annotated Bibliography

Read JAC pg. 13 Developing Strong Thesis Statements

Read JAC pg. 77-78 New Perspectives for Critical Writing

**Wednesday, October 31:**      **CLASS WILL MEET IN COLSON G18**

Peer Review: Annotated Bibliography

**Friday, November 2:**      **ANNOTATED BIBLIOGRAPHY DUE.**

Introduce Research Analysis paper.

### **DRAFTING**

**Monday, November 5:**

Shortwrite #5 Due on Wed. Nov. 9<sup>th</sup>

Read handout. (Drafting and Revising the Argument)

**Wednesday, November 7:**

Read JAC How to Structure/Organize an Argument

Summarizing, Quoting, and Paraphrasing

**Short Write #5 DUE**

**Friday, November 9:**

**CLASS WILL MEET IN COLSON G06**

**BRING FLASH DRIVE**

Write a 5 page draft of Research Paper for Peer Review

**Monday, November 12: Peer Review: Rough Draft of Research Paper Due Today (3 printed copies)**

Short Write #6 Due on Wed. Nov. 17<sup>th</sup>

**Wednesday, November 14: “Final for Now” Research Paper Due Today**

Final Portfolio Assignment & End of the Semester Reflection (Shortwrite #7—due with Final Portfolio)

**Friday, November 16: End of Semester Conferences—CLASS CANCELLED**

**Monday, November 19-Friday, November 23: NO CLASS-THANKSGIVING BREAK**

**Monday, November 26:** Read JAC Strategies for Writing, Response and Revision

Revision Workshop—**Bring copy of one of your papers to class**

**Wednesday, November 28:** Revision Activities—OREO Method, transitions.

Revise Ad Analysis

**Friday, November 30: CLASS WILL MEET IN COLSON G6**

Revision Activities—Thesis Statements and Introductions.

Revise Editorial Analysis

**Monday, December 3: Presentations**

Revise Research Paper

**Wednesday, December 5: Presentations**

Prepare Final Portfolio

**Friday, December 7: Last Day of Class- Final Portfolios Due in-class today**