

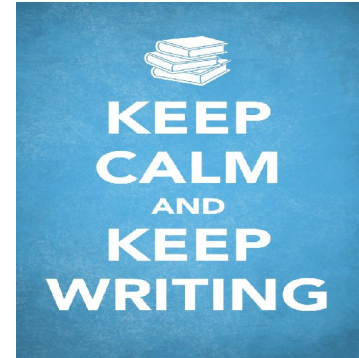
**English 102, Composition and Rhetoric—Section 022**  
**MWF 11:30 AM-12:20 PM**  
**Armstrong 121**  
**Spring 2015**

Instructor: Phillip Zapkin

Email: [pzapkin@mix.wvu.edu](mailto:pzapkin@mix.wvu.edu)

Office: Colson Hall G07

Office Hours: MWF 10:30-11:15 AM



*Course Description*

This course is intended to help you strengthen your writing skills through an intensive focus on rhetoric, argument structure, and the mechanics of academic writing. You will write and read extensively, and the assignments and activities for this course will require you to produce a variety of different kinds of academic (and occasionally non-academic) writing. The content of our work this semester will focus primarily on education and knowledge transfer (applying knowledge gained in this class across other courses).

*Required Books and Readings*

The following books and resources are required for this section of English 102:

- *English 102: Joining Academic Conversations (JAC)*, 7<sup>th</sup> ed. 2015
- *Educated Arguments: Reading and Writing about Education (EA)*. Norton MIX. 2014.
- Lunsford, Andrea. *Easy Writer (EW)*, 5<sup>th</sup> Custom ed. for WVU. 2014.
- Other Handouts and Readings (through eCampus or Library Databases)

*Course Goals*

The English department has established five goals for English 102; successful 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% |

\*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 grades between 1-5 (5 being the highest and 1 being the lowest scores), corresponding to the Informal Writing rubric in *JAC* page xiv.

\*Final-for-Now drafts and mini-projects will be graded as Brainstorming, Early Stage, Middle Stage, Late Stage, or Polished drafts. These indicate how much work will be necessary to produce an excellent, scholarly Final draft.

### *Written Assignments*

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

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 mini-projects.

The three major projects are:

1. **Education Manifesto:** In this 3 page paper you will produce a polemical manifesto persuading a reader to accept an argument about education.
2. **Textbook Evaluation:** In this 5 page paper you will analyze and evaluate a textbook, making an argument about how effectively it presents information.
3. **Researched Argument:** For this 8 page research-based paper you will develop a research question related to your major, research the subject, and compose an argument using an effective and appropriate structure.

The two mini-projects are:

1. **Research Proposal:** 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.

**All assignments will be due on eCampus by the beginning of class on the date listed in the schedule.**

### **Course Policies**

#### *Attendance*

The English Department's attendance policy for MWF classes allows *three absences* (one full week) with no penalty to your grade. Fourth and fifth absences will decrease your course grade one full letter each, and a sixth absence will mean you do not earn credit for this course.

#### *Participation*

Lecturing is not a great way to teach, and being lectured to is not a great way to learn, so this class should involve a lot of participation. Participation may take the form of full class discussion, group work/activities, reading aloud from one of our books, or otherwise engaging in the classroom. This course is for you, not for me, so the more engaged you are the more you will get out of this class.

If you don't understand something—a reading, assignment, concept—please, please, please *ask*.

#### *Academic Integrity*

The university, English department, and I assume you will approach academic work honestly, and submit your own original work for this course. Failure to do so will result in a failing grade for the assignment, the course, or a more severe penalty.

**You are required to be familiar with the Student Conduct Code.** Please note that you are bound by the policy whether you plagiarize knowingly and purposefully or unintentionally.

*eCampus and Other Technologies*

You will turn in all assignments on eCampus, and I will post assignment sheets, videos, supplemental readings, and other useful tools to our eCampus page. When uploading files:

- Projects, Cover Memos, and Informal Writings should all be composed in word processors and uploaded as attachments to eCampus. *Save files as .doc, .docx or .rtf files*; avoid file types that can only be opened with specific programs.
- It is your responsibility to make sure documents upload properly to eCampus.
- I will return feedback sheets on eCampus, which will have \_FB (for feedback) at the end of the file name. This feedback will help you improve for other writing assignments.

When I receive an e-mail I 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 you should resend it.

Although electronics are an important part of both modern research and modern life, it is important that personal electronics—cell/smart phones, laptops, tablets, etc.—do not interfere with class. If these devices become a distraction for you, me, or other class members, you will be asked to put them away. Please set your phone to silent or turn it off.

*Late Work*

Late work is unprofessional and any assignment turned in after the deadline will not receive credit. Make sure to check the schedule regularly for all due dates.

*Eberly Writing Studio (formerly the Writing Center)*

The Eberly Writing Studio is a service your tuition dollars have already paid for. The tutors are your fellow students, and they are trained to help with all aspects of the writing process.

The Studio is in Colson Hall G02, near my office. Their website is

<http://speakwrite.wvu.edu/writing-studio>, which includes a link to sign up for an appointment online, or you can stop by. Their hours are 10-5 MTWR, and 10-3 F.

*Social Justice and Accessibility Services*

The West Virginia University community and I are committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (304-293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.sandbox.wvu.edu/ddei>.

*University Counseling Services*

The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. The Center is in the newly constructed Health and Education Building, 390 Birch Street, located on the Evansdale campus adjacent to the Student Recreation Center. Its website is <http://well.wvu.edu/ccpps>, and its phone number (answered 24 hours) is 304-293-4431.

*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 12 Jan: Introduce the course. Getting to know one another, go over the syllabus.

HW: Read “B—Academic Integrity Policy” in *EW* pages wvu5-wvu8, “Writing with Integrity” and “How to Avoid Plagiarism” in *JAC* pages 13-14 and 47-49, and “English 102: Necessary Items and Tips Handout” in *EA* pages 1-2; watch “Uploading to eCampus” and “How to Succeed in University” videos on eCampus.

◇W 14 Jan: Thinking about Education. Different class styles, structures, and environments.

HW: Read “Thinking about Thinking” and “A Proposal to Abolish Grading” in *EA* pages 30-35 and 73-76.

◇F 16 Jan<sup>1</sup>: Education and Testing. Discuss purposes and methods of education, testing, and evaluation; “Goals” in *JAC* page xi.

HW: Read “Polemic Arguments” in *JAC* pages 24-25 and “Cancel Student Loan Debt to Stimulate the Economy” and “Unplugged: The Myth of Computers in the Classroom” in *EA* pages 15-20 and 69-72; watch “Polemic” video on eCampus.

► Week 2

◇M 19 Jan: *No Class, Martin Luther King Day*

◇W 21 Jan: Polemic. Strengths, weaknesses, and strategies for writing a polemic; polemical elements in “Cancel Student Loan Debt to Stimulate the Economy” in *EA* pages 15-20.

HW: Read “Developing Strong Thesis Statements” in *JAC* page 21, section 2b “Developing a Working Thesis” in *EW* pages 21-22; watch “Thesis” video on eCampus.

◇F 23 Jan: Thesis and Topic Sentences. “Developing Strong Thesis Statements” in *JAC* page 21; identifying thesis statements in *EA* essays.

HW: Polemic. Read section 2e “Developing Paragraphs” in *EW* pages 25-27; watch “Claim, Evidence, Interpretation” video on eCampus.

► Week 3

◇M 26 Jan: Paragraph Structure. “The Hamburger Method for Clear, Logical Paragraphs” in *JAC* pages 38-39; analyzing paragraph structure in “Claim-Evidence-Interpretation Sample Paragraph” in *EA* pages 7-8.

**Due:** Polemic.

HW: Read “How to Structure an Argument in an Essay” in *JAC* pages 18-20.

◇W 28 Jan: Introductions and Conclusions. “Writing an Introduction” and “Strategies for Writing a Conclusion” in *JAC* pages 22-23 and 60-61; analyze “Sample Introduction” in *EA* pages 5-6.

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<sup>1</sup> End of Add/Drop Period

HW: Read “What is Rhetoric” and “Reviewing Rhetorical Strategies” in *JAC* pages 1-6 and section 3b “Identifying Basic Appeals in an Argument” in *EW* pages 38-39; watch “Rhetorical Appeals” video on eCampus.

◇F 30 Jan: Rhetorical Appeals. Review of ethos, pathos, and logos.

HW: Introduction (must be emailed to group members and me by Saturday 31 Jan. at midnight).

► Week 4

◇M 2 Feb: *Group Conferences in Library* **TBA**.

**Due:** Introduction.

HW: Read “From Aristotle’s *Rhetoric*” on eCampus and “Essay Formatting” in *EA* pages 3-4.

◇W 4 Feb: Beyond the Rhetorical Triangle. Additional aspects of rhetoric; rhetorically analyze “A Proposal to Abolish Grading” in *EA* pages 73-76.

HW: Peer Review draft of Education Manifesto.

◇F 6 Feb: Peer Review. “Peer Response Workshop” in *JAC* page 35.

HW: **Education Manifesto and Cover Memo.**

► Week 5

◇M 9 Feb: Introduce Textbook Evaluation and process of evaluation.

**Due: Education Manifesto and Cover Memo.**

HW: Read “How to Mark a Book” in *EA* pages 9-14 and section 3a “Reading Critically” in *EW* pages 35-38; watch “Analysis” and “Evaluation” videos on eCampus.

◇W 11 Feb: Critical Reading. Importance of and strategies for reading critically and carefully.

HW: Read “How to Write [the Perfect] Email” in *EA* pages 106-115 and “Learning to Read Like a Writer” in *JAC* page 12.

◇F 13 Feb: Analyzing Textbooks. Determine primary and secondary goals of the textbook genre.

HW: Epic Fail.

► Week 6

◇M 16 Feb: Evaluating *JAC*. Does *JAC* meet my expectations as a student? Does it fulfill a textbook’s primary and secondary goals? Is it rhetorically effective?

**Due:** Epic Fail.

HW: Read sections 29 “Writing to the World,” 30 “Language that Builds Common Ground, and 32 “Word Choice” in *EW* pages 146-152 and 154-160.

◇W 18 Feb: Evaluating Language. Analyzing and evaluating language in *JAC*.

HW: *JAC* Evaluation.

◇F 20 Feb: *No Class, Phillip is Out of Town.*

► Week 7

◇M 23 Feb: *Individual Conferences in Colson G07*.

**Due:** JAC Evaluation.

HW: Read “Logical Fallacies” in *JAC* pages 52-56; watch “Logical Fallacies” video on eCampus.

◇W 25 Feb: Logical Fallacies. “Logical Fallacies Practice Examples” in *JAC* pages 57-59.

HW: Peer Review draft of Textbook Evaluation.

◇F 27 Feb: *Midterm*. Peer Review. “Peer Response Workshop” in *JAC* page 62.

HW: **Midterm Cover Memo and Textbook Evaluation.**

► Week 8

◇M 2 Mar: Introduce Researched Argument project, introduce Proposal; brainstorming potential topics.

**Due: Midterm Cover Memo and Textbook Evaluation.**

HW: “Midterm Evaluation” in *JAC* page 79 (Optional); read “Guided Proposal Workshop” in *JAC* page 91 and “Coal Crackers and Bleeder Entries—Abstract” on eCampus; watch “Abstracts and Proposals” video on eCampus.

◇W 4 Mar: Proposing Research. Strategies for proposing a paper in “Coal Crackers and Bleeder Entries—Abstract” on eCampus.

HW: Read “Subjective and Objective Research Questions” in *JAC* page 85 and section 37a “Beginning the Research Process” in *EW* pages 178-179 and “Salt Fish—Abstract” on eCampus.

◇F 6 Mar<sup>2</sup>: Research Questions. Brainstorming potential research questions; analyze “Salt Fish—Abstract” on eCampus.

HW: *Research Proposal*; read “What Should Research Notes Look Like” in *JAC* pages 100-103.

► Week 9

◇M 9 Mar: *Meet in Library Computer Lab 2036 (subject to change)*. Learning to use library databases to find scholarly sources.

**Due:** *Research Proposal*.

HW: Read “Developing Your Database Search Strategy” and “Evaluating Your Information” in *JAC* pages 112-113 and 118-120; watch “Database Searching (*Ebscohost*)” and “Database Searching (*JSTOR*)” videos on eCampus.

◇W 11 Mar: *Meet in Library Computer Lab 2036 (subject to change)*. Finding book sources; “Keywords and Synonyms” in *JAC* page 104.

HW: Explore section 41 “MLA Style” in *EW* and Purdue OWL on eCampus; watch “Hanging Indents” video on eCampus.

◇F 13 Mar: MLA Citations. “Practicing MLA Citations” in *JAC* pages 126-127.

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<sup>2</sup> Midterm Reports Due

HW: Read “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” in *EA* pages 121-130 and “The Toulmin Model of Argumentation” in *JAC* pages 26-27; watch “The Toulmin Model” video on eCampus.

► Week 10

◇M 16 Mar: Toulmin Model. Discuss the Toulmin Model as a strategy for organizing argument.  
HW: Read “Rogerian Argument” in *JAC* pages 28-29; watch “Rogerian Argument” video on eCampus.

◇W 18 Mar: Rogerian Argument. Discuss Rogerian Argument; public debate.  
HW: *Annotated Bibliography*.

◇F 20 Mar<sup>3</sup>: Outlining. “Traditional Outline Template” on eCampus and “Thinking About Purpose and Organization” in *JAC* pages 135-137.

**Due:** *Annotated Bibliography*.

HW: Outline; read “Stop Blaming Teachers” in *EA* pages 77-86 and section 38b “Taking Notes” in *EW* pages 193-198; watch “Incorporating Quotations” video on eCampus.

► Week 11

◇M 23 Mar: *No Class, Spring Recess.*

◇W 25 Mar: *No Class, Spring Recess.*

◇F 27 Mar: *No Class, Spring Recess.*

► Week 12

◇M 30 Mar: Incorporating Evidence. Quote, summary, and paraphrase in “Stop Blaming Teachers” in *EA* pages 193-198

**Due:** Outline.

◇W 1 Apr: *Individual Conferences in Colson G07.*

HW: Read “Visiting Grandmother” in *EA* pages 131-144 and section 39a “Integrating Quotations, Paraphrases, and Summaries” in *EW* pages 199-200.

◇F 3 Apr: *No Class, Good Friday.*

► Week 13

◇M 6 Apr: Using Sources. Compare use of sources in “Sex, Drugs, Disasters, and the Extinction of Dinosaurs” and “Visiting Grandmother” in *EA* pages 121-130 and 131-144.

HW: Bring in-class work.

◇W 8 Apr: Guided workshop day.

HW: Peer review draft of Researched Argument.

◇F 10 Apr: Peer Review. “Peer Response Workshop” in *JAC* page 141.

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<sup>3</sup> Last Day to Drop a Class

HW: **Researched Argument and Cover Memo.**

► Week 14

◇M 13 Apr: Introduce revision and Final Portfolio. Thinking about three tiers of revision—re-  
envision, revise, and edit.

**Due: Researched Argument and Cover Memo.**

HW: Draft of the Education Manifesto; read “The Maker’s Eye” in *EA* pages 145-151;  
watch “Three Tiers of Revision” video on eCampus.

◇W 15 Apr: Revision. Discuss “The Maker’s Eye”; reading aloud for errors.

HW: Draft of the Textbook Evaluation; watch “Active and Passive Voice” video on  
eCampus.

◇F 17 Apr: Revision: Reverse outlining and eliminate passive voice.

HW: Draft of the Researched Argument.

► Week 15

◇M 20 Apr: Revision. Looking for three part structures and homonym errors.

HW: Read section 4b “Creating Presentations” in *EW* pages 47-51.

◇W 22 Apr: Strategies for preparing and presenting a scholarly paper.

◇F 24 Apr: *Optional Conferences in Colson G07*, hours **TBA**.

HW: Student Presentations.

► Week 16

◇M 27 Apr: Student Presentations and Course Evaluations.

◇W 29 Apr: Student Presentations.

**HW: Final Portfolio. Required: Portfolio Cover Memo, Education Manifesto,  
Textbook Evaluation, Researched Argument. Optional: Research Proposal and  
Annotated Bibliography.**

◇F 1 May: *Final Portfolios Due*. Student Presentations.

**Due: Final Portfolio. Required: Portfolio Cover Memo, Education Manifesto,  
Textbook Evaluation, Researched Argument. Optional: Research Proposal and  
Annotated Bibliography.**