

RHETORIC AND COMPOSITION
ENGLISH 102: SPRING 2012
SECTION 13 (TTH 11-12:15) / BRADLEY 112
SECTION 115 (TTH 2:30-3:45) / BRADLEY 112

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I. COURSE DESCRIPTION

English 102 is a three-credit course that offers structured, sustained practice in researching, analyzing, and composing arguments. Students will read about a range of academic and public issues and write researched argumentative and persuasive essays. It, or its equivalent, is required for all two and four year degree seeking students. A passing grade in English 101, or its equivalent, is a prerequisite for enrolling in this course.

II. GOALS AND LEARNING OUTCOMES

English 102 is designed to help students become critical readers and persuasive writers. This course will introduce students to several different argumentative approaches, research techniques, and controversial topics. By the end of the semester, students should learn to

- Read critically a variety of argumentative texts to evaluate techniques and approaches used by other writers.
- Write well-supported, responsible, argumentative essays, drawing on credible sources of evidence and effectively addressing opposing viewpoints.
- Develop an academic, readable writing style, free of major errors.
- Conduct academic research by using appropriate supporting materials from the library, the Internet, and the community.
- Incorporate researched support into their essays through paraphrase, summary, and quotation, and document their research following MLA guidelines for parenthetical citations and works cited entries.

III. REQUIRED TEXTBOOKS AND MATERIALS

- Faigley, Lester, and Jack Selzer. Good Reasons with Contemporary Arguments. 4th ed. New York: Longman, 2012. ISBN-13: 978-0-205-00093-7 / ISBN-10: 0-205-00093-2.
- Faigley, Lester. The Little Penguin Handbook. 3rd ed. New York: Pearson, 2012. ISBN-13: 978-0-205-21134-0 / ISBN-10: 0-205-21134-8.
- Paper and writing utensil for every class meeting

IV. OVERALL STRUCTURE OF THE COURSE

Class meetings are designed to provide an opportunity for students to discuss their assigned readings and their writing projects. A typical class session will include an

informal discussion of assigned readings from the textbook; therefore, students must do the reading and come prepared to participate in class discussions. Occasionally, students will work on activities based on their reading assignments. In addition, writing assignments will be discussed, and students should be willing to share their progress on their essays with the class.

V. COURSE REQUIREMENTS

All students are required to participate in class discussions and activities, submit all written assignments in a timely manner, and complete all reading assignments before class time. Students must attend class and come prepared for class. The following written assignments will be graded:

- Rhetorical or Visual Analysis with required draft conference
- Evaluation Argument with required research
- Narrative Argument
- Definition or Causal Argument with required research
- Proposal Argument with required research
- In-class writing exercises

VI. COURSE POLICIES

All written assignments are due before 3:00 in my office on the assigned date, unless otherwise noted. Any assignments turned in after that will lose a letter grade, unless prior arrangements have been made. No written assignments will be accepted more than one week after the due date, unless special arrangements have been made.

More than four absences, regardless of excuse, will lower a student's final course grade by a letter grade. Arriving late or leaving early will count as a half-day's absence.

Students will treat others in the class with respect. Sleeping, socializing, texting, failing to pay attention, and any other rude or distracting behavior will not be tolerated. All cell phones must be turned off and out of sight before class begins. Laptops must be put away before class begins. Disruptions are cause for dismissal from this class.

VII. ASSESSMENT AND GRADING

All of the work assigned for this class is important. Each essay counts equally, so students can keep track of their progress easily (just add the grades and divide by the number of essays completed). In-class writing exercises will add points onto or deduct them from an essay's grade.

Since this is a composition course, students should know my grading philosophy for evaluating student writing. I strongly believe that the appropriate grade for average work is a C. To rise above a C, the work must be clearly above average in content, style, and correctness. Papers that excel in all areas and are truly outstanding will receive A's. Those that excel in most areas will receive a B. Papers earning a C are competent on every level, but not exceptional. Essays that demonstrate serious flaws in several areas will receive a D. Incoherent, severely underdeveloped, or totally inept papers earn F's.

I believe that essays are primarily a means of communication. It is the writer's responsibility to have something worth communicating and to communicate it in a clear and appealing way. Essays need to reflect the writer's knowledge, interests, personality, and style, as well as his or her ability to express ideas in standard written English.

Well in advance of an essay's due date, I will provide evaluation guidelines based on the expectations and requirements for each individual assignment. I am also willing to help any student on any essay, whether or not there is a required draft conference. I encourage students to use the tutors in the Academic Success Center and Opportunity Scholars Program as well. Students who wish to talk about the grade received on an essay should come to my office with the essay, and I will answer all questions and concerns.

GRADING SCALE:

92-100	A	72-78	C
89-91	B+	69-71	D+
82-88	B	62-68	D
79-81	C+	0-61	F

All students are expected to be truthful in all aspects of this course. Any essays turned in as a student's work must have been created by that student. While it is acceptable to get feedback from others on an essay, it is not acceptable to allow anyone to write any part of the essay. Using outside sources such as a book or the Internet is also acceptable—as long as proper credit is given within and at the end of the essay. Plagiarism is a serious offense and carries a stiff penalty: immediate dismissal from the class and an F in the course.

General Education Goals

General education is the set of fundamental skills (reading, writing, reasoning, and oral communication), the knowledge, and the capacity for thought needed to pursue further learning, to succeed in chosen career fields, and to assume the responsibilities of informed and enlightened citizenship.

Communication Skills--USC Lancaster helps its students read effectively and attain a basic familiarity with the basic texts of Western and other cultures. In the area of writing skills, USC Lancaster students work to develop the ability to write effectively for both academic and professional audiences. In addition, USC Lancaster helps its students learn to listen critically and speak effectively before a group.

Critical Thinking--USC Lancaster helps its students acquire analytical reasoning abilities and exercise informed value judgments. USC Lancaster students also work to develop mathematical and/or computational skills.

Cultural Literacy--USC Lancaster strives to give its students an understanding of the history and culture of Western civilization as well as provide some exposure to other cultures. USC Lancaster also recognizes the centrality of science and technology to modern culture; therefore, the USC Lancaster student also is offered opportunities to increase his/her understanding and familiarity in these crucial subject areas.

Student Development--USC Lancaster supports the intellectual, personal, physical, and social development of students, in recognition of the critical interdependency of all these areas. By providing opportunities for productive interaction with students, faculty, and staff, USC Lancaster helps students develop a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.

VIII. COURSE OUTLINE

JANUARY

- 10 Syllabus / Assignment Schedule / Introduction: Persuading with Good Reasons
 11 Chapter 1: Making an Effective Argument (2-12)
- 17 Chapter 2: Reading Arguments (13-21) / Chapter 3: Finding Arguments (22-38)
 19 Chapter 4: Drafting and Revising Arguments (39-52)
- 24 Chapter 5: Analyzing Written Arguments (54-74)/ "Border Patrol State" (160-166)
 26 Ch. 6: Analyzing Visual Arguments (75-88)/Ch. 14: Designing Arguments (206-211)

Jan. 30-Feb. 3 *Required Draft Conferences*

FEBRUARY

- 7 **RHETORICAL/VISUAL ANALYSIS (due in my office before 3:00)**
 9 Chapter 10: Evaluation Arguments (134-152)
- 14 "Kate Winslet, Please Save Us!"(529-534) /"Modified" (544-547) /"Where the Avatars Roam"
 (574-576)
 16 Ch. 16: Planning Research (220-226)/Ch. 17: Finding Sources (227-237)/Ch. 18:
 Evaluating/Recording Sources (238-246)
- 21 Ch. 19: Writing the Research Paper (247-258) / Optional draft conferences
 23 Honors Day preparations (No Class!) / Feb. 27 is the last day to drop a class without a WF.
- 28 Chapter 20: Documenting Sources in MLA Style (259-282) / Quiz

MARCH

- 1 **EVALUATION ARGUMENT (due in my office before 3:00)**
- 4-11 **SPRING BREAK**
- 13 Ch 11: Narrative Arguments (153-166)
 15 "Barhopping with the Bud Girls" (558-563) / "False Wikipedia 'Biography'" (579-82)
- 20 Optional draft conferences
 22 **NARRATIVE ARGUMENT (due in my office before 3:00)**
- 27 Chapter 8: Definition Arguments (93-112) / Chapter 9: Causal Arguments (113-133)
 29 "Vanity, Thy Name Is Metrosexual" (356-359) / "Under the Sign of Mickey Mouse & Co." (381-385) / "Real Beauty" (534-537)

APRIL

- 3 Optional draft conferences
 5 **DEFINITION / CAUSAL ARGUMENT (due in my office before 3:00)**
- 10 Chapter 13: Proposal Arguments (184-203)
 12 "The Conservative Case for Gay Marriage" (371-374) / "Speech at the Democratic Convention"
 (454-456) / "On Star" (489-491) / "A Trail of DNA and Data" (506-508)
- 17 Contemporary Controversies / Course Evaluations
 19 Final information on Essay 5 / Optional draft conferences
- 26 **PROPOSAL ARGUMENT (due in my office before 3:00)**