

**ENGLISH 102  
RHETORIC AND COMPOSITION**

**BULLETIN INFORMATION**

ENGL 102: Rhetoric and Composition (3 credit hours)

**Course Description:**

A course offering 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.

**SAMPLE COURSE OVERVIEW**

English 102 builds on English 101 to prepare you for the writing you will do in future college courses and beyond. While English 101 honed your ability to critically read and closely analyze particular texts, English 102 emphasizes helping you to write well-reasoned argumentative papers that draw on multiple sources and viewpoints. During the semester, you will learn to identify the elements of an effective argument, and then you'll apply those principles in composing researched essays about academic and public issues. This course will also strengthen your information literacy skills by teaching you strategies for finding, assessing, using, citing, and documenting source materials. You'll learn these writing and research skills through frequent, intensive practice, so that by the end of the term, you will be able to write logically, responsibly, and articulately about challenging topics.

**ITEMIZED LEARNING OUTCOMES**

English 102 fulfills a general education requirement in "Effective Engaged, and Persuasive Communication (Writing)" for the Carolina Core. This means that the course will help you learn to "identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing."

**Upon successful completion of English 102, students will be able to:**

1. Write effective college-level papers on academic and public issues, each tailored appropriately to its audience and purpose.
2. Demonstrate rhetorical concepts and terms that will enable you to identify the elements of an effective argument.
3. Craft reasoned arguments that articulate a central claim (thesis), draw on credible supporting evidence, and effectively address opposing viewpoints.
4. Demonstrate abilities in researching, specifically to find, assess, and use appropriate supporting materials from the university libraries, the Internet, and other sources.
5. Effectively integrate material from research into your writing via summary, paraphrase, and quotation.
6. Document source materials using MLA style and understand basic principles of academic integrity, intellectual property, citation, and documentation.

7. Work through a full range of writing processes—including invention, planning, drafting, revision, and editing;
8. Collaborate with classmates to develop group projects and to critique each other’s work in progress.
9. Develop a clear, effective writing style, free of major errors, and adapt it to a variety of rhetorical situations.

### **SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

1. Bauknight, Lee, ed. with Bethany Tisdale et al. *The Carolina Reader: Readings for Writing*, 2nd ed. Fort Worth, TX: Fountainhead P, 2011.
2. Ruskiewicz, John, Christy Friend, Daniel Seward and Maxine Hairston. *The Scott, Foresman Handbook for Writers*, 9<sup>th</sup> ed. New York: Pearson Longman, 2010.
3. Ramage, John et al. *Writing Arguments*. 5<sup>th</sup> Concise ed. New York: Longman, 2011.
4. A disk or drive on which you will save copies of all your work.

### **SAMPLE ASSIGNMENTS AND/OR EXAM**

You’ll write every day in this class. Some of this writing will be informal and brief, and some will be formal and more rigorous—but nearly all of it will fold into four major writing projects.

Assignments will be weighted as follows:

1. **Final Portfolio of Essays** containing final, edited versions of the following assignments:
  - a. Project 1: Rhetorical Analysis Essay (3-4 pages)
  - b. Project 2: Annotated Research Bibliography (collaborative project completed with 2-3 classmates; 15-20 pages)
  - c. Project 3: Researched Argumentative Essay (5-7 pages)
  - d. Project 4: “Wild Card” Essay (2-3 pages)
  - e. Portfolio Cover Letter (1-2 pages)
2. **Short Writing Assignments, or “SWAs”** —SWAs are formal writing assignments completed outside of class. Each should be typed, edited, printed out and brought to class to turn in. SWAs will be letter-graded based both on content and the quality of the writing.
3. **Drafts of Projects 1-3** —You will turn in a draft of each major project before submitting the final version. Drafts should be full-length, typed, and carefully edited before you turn them in; they will be graded holistically, based primarily on completeness and content.
4. **In-Class Assignments and Quizzes** – These assignments will be informal and completed in class.

### **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

(Abbreviations: CR = *Carolina Reader*; WA = *Writing Arguments*; SFH = *SF Handbook*; BB = Additional materials posted on BlackBoard; SWA = Short Writing Assignment)

#### **Week 1: Course Basics, Introduction to Argument in Academic Writing**

**Topics:** Syllabus review; introduction to course and each other. What is an argument? Arguments in academic and public discourse; writing processes; expectations for college writing. Analysis of sample arguments.

**Readings:** WA Chapter 1 “Overview of Argument”; Review SFH Chapter 1 “What Does Writing Involve?” and Chapter 6 “How Do You Write a Successful Academic Paper?;” BB sample arguments from *New York Times* or other current publications

**Homework: SWA1.** “Found Argument”: Find an example of a brief argumentative text that you think is either very effective or very ineffective. In 1-2 pages, identify the central argument the text makes, discuss whether the argument is explicitly stated or implied and identify the specific elements make the argument effective or ineffective.

### **Week 2: Arguments in the Rhetorical Tradition**

**Topics:** Introduction to argument, continued; arguments in the rhetorical tradition; Aristotle’s rhetorical appeals; discussion and analysis of sample argument essays by Carr and Cascio; grammar/style mini-workshop.

**Readings:** WA Chapter 3 “The Core of an Argument: A Claim with Reasons” and Chapter 6 “Moving your Audience: *Ethos*, *Pathos*, and *Kairos*.” CR Carr “Is Google Making Us Stupid?” and Cascio “Get Smarter”; SFH readings based on common problems in SWA1.

**Homework: SWA2.** “Mini Rhetorical Analysis”: Select either the Cascio or the Carr essay, and in 1-2 pages, either (1) discuss how the author employs appeals to *ethos*, *pathos*, and/or *kairos* to persuade readers, or (2) identify the author’s major claim and reasons and discuss how effective the author’s appeal to *logos* is in the essay.

### **Week 3: The Art of Rhetorical Analysis**

Project 1 assignment sheet will be posted.

**Topics:** Reading critically and rhetorically; Elbow’s “believing and doubting” heuristic; rhetorical analysis of written and visual arguments; practice with sample texts; review of Project 1 assignment; topic proposal workshop.

**Readings:** WA Chapter 8 “Analyzing Arguments Rhetorically” and Chapter 9 “Analyzing Visual Arguments Rhetorically”; SFH Chapter 9 “How Can You Recognize and Avoid Fallacies?;” BB Photographs by Margaret Bourke-White and advertisements from Ad Archive; CR Kristof “The Women’s Crusade” and Wiesel “Am I My Brother’s Keeper?”

**Homework: SWA3.** Choose a photograph or ad that we did not discuss in class, or an essay from Chapter 5 of the *Carolina Reader*, and write a 1-page topic proposal for Project 1. Be sure that your proposal answers the following questions: Why did you choose this text? What rhetorical features of the text strike you as most effective, striking, or ineffective? What is your working thesis? What specific evidence and examples might support that thesis?

#### **Week 4: From Analysis to Essay**

**Due: Draft of Project 1;** please bring 2 extra photocopies for peer revision workshop.

**Topics:** Review from ENGL 101: strategies for revision, editing, proofreading; benefits of and tips for peer review; organizing an analytical essay; developing and polishing a thesis; MLA essay format; peer revision workshop.

**Readings:** Review sample rhetorical analysis essay in CR Chapter 9; SFH Chapter 3 “How Do You Organize an Essay?”; Chapter 5 “How Do You Revise, Edit, and Proofread?”; and sample paper in MLA format on pp. 703-713.

**Homework: SWA4.** Write a 1-page peer review memo for each of the two members of your peer revision workshop group. Each memo should be formatted as a “formal email” (see SFH pp. 324-325) and it should answer the questions for responding to a peer’s draft on SFH p. 67. Email each memo directly to your classmate, and cc me.

#### **Week 5: Argument as Inquiry: Exploring an Issue**

Project 1 drafts returned with comments; Project 2 assignment posted by the beginning of the week.

**Topics:** Arguments as conversations; identifying issues of academic and public concern; using reading and research to explore an issue; discussion of Project 2 assignment; assignment of project groups/topics; elements of effective collaboration; initial group meetings; style/grammar mini-workshop, based on common problems in Project 1 drafts.

**Readings:** Read the essays in the CR chapter corresponding to your Project 2 group’s assigned topic; SFH Chapter 2 “How Do You Explore and Refine a Topic?”; additional references from SFH grammar and style chapters based on common problems in Project 1 drafts.

**Homework: SWA5.** Create a discussion forum for your project group on BlackBoard, and collaboratively complete the following: (1) using at least two of the suggestions outlined in SFH section 2b, brainstorm a list of interesting issues and questions raised by the essays in your assigned chapter; (2) select one issue that seems like the most promising topic for your group’s Project 2 and write a 2-3 paragraph post discussing why you believe this issue is especially important, complex, and/or pressing. Each group member will receive an individual grade for this SWA.

#### **Week 6: Doing Research**

**Topics:** How do you find conversations, arguments, and information about a topic? What kinds of sources and information are appropriate for academic writing? Two workshops with university librarians: (1) Kinds of sources; introduction to library

databases and resources; Web and other online sources; (2) Finding, selecting, evaluating, and positioning sources on your Project 2 topic.

**Readings:** Read and conduct research for Project 2; SFH Chapters 43 “How Do You Plan a Research Project?” and 44 “How Do You Find Information?”

**Homework: SWA6.** Complete one citation and annotation for a source on your group’s research topic that you found using the library’s databases. Your annotation should be approximately one page, double-spaced; use the format shown on SFH pp. 78-80. Each group member should complete this assignment individually.

### **Week 6: Preparing a Literature Review / Annotated Bibliography**

**Topics:** Collaborative writing and revision; planning an annotated bibliography; MLA citation and documentation; organizing literature reviews and annotated bibliographies; academic honesty, intellectual property and avoiding plagiarism; group work and class discussion of Project 2 introductions.

**Readings:** Refer to SFH Chapter 49 “How Do You Document a Research Paper?” and Chapter 50 “How Do You Use MLA Documentation?” as needed; examine sample annotated bibliographies [BB]

**In-class assignment:** Collaboratively draft the introduction section of Project 2. Your introduction should be 1-2 pages. Be sure to identify and frame the topic your group has chosen and outline the contents of the annotated bibliography (scope, organization, kinds of sources).

### **Week 8: Research Presentations; Moving from Exploration to Argument**

**Due: Project 2 draft;** Project 3 and Project 4 assignments will be posted by the beginning of the week.

**Topics:** Group oral presentations on Project 2 drafts and discussion: what interesting questions or directions does each group’s project raise? What conversations could a writer enter on this topic?; moving from exploratory research to staking out a claim; classical structure of an argument; discussion of Project 3 assignment.

**Readings:** WA Chapter 4 “The Logical Structure of Arguments”; CR King “Letter from a Birmingham Jail” and/or Pollan “Farmer in Chief.”

**Homework:** Prepare for individual conference next week.

### **Week 9: Individual Conferences**

**Readings:** WA Chapter 4 “The Logical Structure of Arguments” and Chapter 10 “An Introduction to the Kinds of Claims.” (Recommended: SFH Chapter 10 “How Do You Craft Persuasive Arguments?”)

### **Week 10: Crafting a Logical Argument: Toulmin’s Schema and Kinds of Claims**

Project 2 drafts will be returned with my comments.

**Topics:** Kinds of claims (fact, definition, evaluation, cause/effect, policy); Toulmin's schema: structure of a claim-based argument (claim, reasons, evidence, warrants, backing); discussion and analysis of essays representing sample types of claims; discussion of Project 2 outlines.

**Readings:** CR Waters, "A Healthy Constitution" [claim of definition]; Scully, "Fear Factories" [claim of evaluation]; Lennon, "Why Vegetarians are Eating Meat" [claim of causation]; Berry "Renewing Husbandry" [policy claim].

**In-class assignment:** Prepare a Toulmin-based outline of the argument you plan to make in Project 3, including a 1-2 sentence description of each of the following: your major claim, supporting reasons and evidence, and warrants.

### **Week 11: Fleshing Out Your Argument: Selecting Evidence, Examining Warrants**

**Topics:** Rhetorical understanding of evidence; kinds of evidence—data, testimony, chains of reasons, examples; evaluating evidence (accuracy, sufficiency, representativeness, relevance, currency of information); framing and presenting evidence in your writing (summary, paraphrase, quotation, verbs of attribution); discuss Week 10 readings' use of evidence and sources; discuss Project 2 paragraph drafts in progress.

**Readings:** WA Chapter 5 "Using Evidence Effectively" and SFH Sections 46b "How Do You Summarize and Paraphrase a Source?," 46c "How Do You Avoid Plagiarism?" and Chapter 47 "How Do You Manage Quotations Effectively?"

**In-class assignment:** Draft a paragraph in which you draw on evidence from your research to support a claim you plan to make in Project 3. Paraphrase or quote from the source, framing and citing it appropriately within the text.

### **Week 12: Appealing to Readers, Addressing Alternative Views**

**Topics:** Analyzing and engaging an audience; effective introductions and conclusions; identifying opposing views; ways of handling opposing arguments: qualification, concession, conciliation, refutation; effective word choice; discussion of CR essays; further development and discussion of Project 3 drafts.

**Readings:** WA Chapter 7 "Responding to Objections and Alternative Views;" Review SFH Chapter 13 "How Do You Craft Opening and Closing Paragraphs?" and Chapter 15 "What Kinds of Language Can You Use?"; CR Review Scully "Fear Factories" and King "Letter from a Birmingham Jail," paying special attention to how each writer handles opposing arguments.

**Homework:** Continue work on Project 3.

### **Week 13: Arguments in Other Media: Working with Visual, Digital, and Multimedia**

**Due: Project 3 draft;** bring three extra copies for peer revision workshop.

Final Portfolio checklist will be distributed this week.

**Topics:** Peer revision workshop on Project 3 drafts; discussion of three assignment options for Project 4; topic workshop for Project 4.

**In-class writing:** Topic proposal for Project 4.

**Readings:** SFH Chapter 18 “Model Documents;” BB Samples representing all three options for Project 4

**Homework: SWA7.** Write a peer revision memo for each of the two classmates in your peer revision group; email the memo to the writer and cc me.

### **Week 14: Adding Polish to Your Arguments: Medium, Style, Format, Grammar/Mechanics**

Project 3 drafts returned with my comments.

**Topics:** Tailoring an argument to different genres and media; honing style (word choice, sentence structure, figurative language); editing skills; review of “10 most common errors” based on the class’ most common problems throughout the semester; style exercises; discussion of Project 4 drafts in progress.

**Readings:** WA “Constructing Your Own Visual Argument,” pp. 151-160; review readings from SFH Chapters 12-17 “Style” and/or Chapters 22-42 “Grammar, Punctuation, and Mechanics” based on common problems in Project 3 drafts.

**Homework:** Work on Project 4; pull together materials for final portfolio to bring to class in Week 15.

### **Week 15: Pulling it All Together**

**Topics:** Review requirements for final portfolio, q&a; review of major terms and concepts from semester; writing in future courses; final questions re “10 most common errors”; final portfolio workshop; discussion and preliminary drafting of portfolio cover letters; course evaluations.

**In-class assignment /quiz:** “10 Most Common Errors”: This short-answer quiz, which will count as a double daily work grade, will cover the ten specific style, grammar, and mechanics issues reviewed during Weeks 14-15.

**Homework:** Prepare final portfolio.

### **Final Exam Period: [according to University Schedule]**

Due: Your final portfolio is due at the beginning of the final exam period.

### **Appendix: Overview of Major Projects**

**Rhetorical Analysis Essay (3-4 pages):** This essay-length analysis assignment will ask you to demonstrate facility with a rhetorical vocabulary as you identify, discuss and evaluate the persuasive strategies used in a persuasive written or visual text of your choice.

**Annotated Research Bibliography with Introductory Essay (collaborative project, completed in groups of 3-4 students: 15-20 pages /15-25 sources):** This researched annotated bibliography, which you'll compose collaboratively with a group of classmates, will require that you do research to identify and assess a range of positions on an issue and explore those positions across a variety of sources. This assignment will give you the opportunity to practice productive research strategies and allows you to accumulate a bank of useful sources to draw from in the next two assignments.

**Researched Argumentative Essay (5-7 pages):** In this researched academic essay, you will articulate and defend a claim/thesis about an issue related to the research you conducted in Project 2. This assignment will ask you to engage the sources gathered in the exploratory assignment, to conduct additional research as needed, and to compose a carefully reasoned argument that contributes to the existing discourse on the topic.

**Wild Card Assignment (2-3 pages):** The last essay will ask you to revise (in the richest sense of the word) Project 3. This assignment will push you think of revision as an opportunity for refining or radically altering the form your argument takes. You will have three options for this assignment:

**Dissoi Logoi:** Write a short essay that critiques or refutes the position argued for in the research paper. The argument should draw upon the same bank of research sources gathered in the exploratory assignment.

**Executive Summary:** Revise the research paper into a 500-word executive summary. Make sure that each claim in the original paper can be traced and identified in the concise version.

**New Medium or Genre:** Reconstruct your argument in another medium (poster presentation, photo essay, blog, Web page, etc.) or genre (editorial, letter to a public official, public service announcement, etc.). This assignment will include an additional short essay component asking you to reflect on the different constraints you had to consider in the act of translating the message from one version to another.