

ENG 102: First-Year Composition

Syllabus and Course Guidelines

Spring 2015

Line #17588

Online iCourse

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Blackboard site:	http://myasucourses.asu.edu
Writing Programs site:	http://english.clas.asu.edu/writingprograms
Required Textbook:	<i>Everything's an Argument</i> by Andrea A. Lunsford, John J. Ruskiewicz, and Keith Walters

The best way to contact me is through email, and I will respond to email messages as soon as possible. If you email me on weekends, I may not respond until Monday.

Course Description and Objectives

Like English 101, English 102 is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. During the course students will complete three formal written projects and a reflective end-of-semester essay.

Course Goals

Through this course, students will:

- express a working knowledge of key rhetorical features, such as audience, situation, and the use of appropriate argument strategies
- develop and support an argument that is convincing to a particular audience
- identify and evaluate key rhetorical strategies, with an emphasis on ethos, logos, pathos, and kairos
- engage in a variety of research methods to study and explore the topics. Research methods could include both secondary research (such as library and internet research) and primary research (such as fieldwork and observation)
- explore the complexity of an issue by seeking multiple perspectives
- write and revise drafts and integrate feedback from peers, teachers, and other readers

- use structure, language, documentation, and format appropriate for audience and purpose
- use a variety of organizational strategies (such as, for example, organizing main ideas chronologically, sequentially, deductively, and inductively)

Additional Course Information

Major Assignments

Project 1: Rhetorical Analysis of a Public Apology

Students will analyze the context, audience, purpose, and rhetorical strategies of the apology of a public figure (professional athlete, actor, politician, business person, or socialite), providing evidence from the apology and surrounding journalistic coverage to support their claims.

Project 2: Visual Rhetorical Analysis of a Website

Students will analyze the context, audience, purpose, and rhetorical strategies of a professional website, providing evidence from the website and academic sources to support their claims.

Project 3: Annotated Bibliography

Students will produce an annotated bibliography with contextualizing preface for the research they have completed throughout the duration of the course.

Final Reflection

Students will write a polished, professional memo evaluating their own work toward the course goals through the duration of the course. Students will cull evidence from their own coursework and class discussions to support their claims.

Participation Work

Note that each unit will include not only a major assignment, but also in-class and homework activities such as quizzes, short writing assignments, peer reviews, and collaborative work. Credit for these exercises will be reflected in the class participation grade.

Participation work includes daily participation efforts, including written responses to readings and other course material, quizzes, group work, drafts, revision work, and anything else we do in the writing process for each project.

I will not accept make-up work for participation work, so you need to turn in work on time. Homework is due at the times specified; late or incomplete work will receive partial credit. Furthermore, be aware that **technical difficulties are not an excuse for not being prepared for class**. Participation activities will equal 20% of the course grade.

Grade Distribution

Writing Project #1	20%
Writing Project #2	20%
Writing Project #3	25%
Final Reflection	15%

Participation 20%

The grading system indicated here will be used to calculate the student's final course grade. The student will receive a final grade no lower than the grade determined by the formula. Homework assignments will be given full credit if they are thoughtful and complete. "Thoughtful" and "complete" means the homework answers all questions completely and thoughtfully, with minimal grammatical or mechanical errors, and that minimum word counts have been met. Keep in mind that part of this course is about learning to write using academic conventions, so **all your documents**, homework and Blackboard postings should reflect these conventions. "Incomplete" or "careless" means that the homework was only partially done, was done vaguely, carelessly, or minimally, and/or had a considerable amount of grammatical or mechanical errors.

Consider your class homework grades in the following way: well done work is a ten (10), work that demonstrates effort but does show room for improvement is an eight (8), careless or incomplete work is a five (5), and work not turned in is a zero (0). Work turned in late (after the deadline) cannot earn higher than a five (5). **Failure to turn in a final draft of any of the major writing assignments will result in automatic failure of the course without exception.**

24 Hour Rule: I welcome the opportunity to discuss your work with you at any stage of the writing process. However, I maintain a 24-hour rule after you have received my final graded evaluation of each major project. This means you are NOT to contact me to discuss your grade for a FULL 24 HOURS after you have received your grade. Please use the time to consider my comments carefully. If after 24 hours, you would still like to discuss your grade, please contact me during my regular office hours or email me to schedule an appointment.

NO Email Discussion of grades: While you may email me for an appointment to discuss your grades, federal law requires me to protect the confidentiality of student records, therefore I cannot discuss your grade with you over email because email is not a confidential mode of communication.

Paper Topics: In general, we will work on deciding your paper topics together. There are a few topics you may not write about in this course either because I feel the scope of the subject is too large for ENG102 or because I feel I may not be an objective grader of these topics:

- 2nd amendment arguments
- legalizing controlled substances
- ASU's dry campus policy
- Roe v Wade and reproductive rights
- 9/11 conspiracy theories
- Obama conspiracy theories

Professionalism: Your contact with me will be professional and respectful. I appreciate that students can become frustrated or angry about coursework and grades. I welcome discussion, however, I do not accept rude, sarcastic or condescending behavior from students. I will not respond to students who conduct themselves in this manner, and I may report disruptive conduct to the Dean of Students.

Safe Spaces: I endeavor to make my classroom a safe space for students of all gender and sexual identities, all ages and life experiences, and all cultural, religious and social backgrounds. I welcome our returning veterans to the ASU community. While I deeply value open and earnest debate, I require all students to closely adhere to the Student Code of Conduct and maintain respectful, civil modes of discourse. Our differences are valuable, and they are a source of vibrancy and creativity in our ASU community. If a student feels uncomfortable, s/he should contact me privately as soon as possible that we may address any concerns together. I will ask any student to leave the classroom who does not heed my call for respect.

Writing Programs Standard Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. **Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).**

- **Online classes:** More than four (4) absences will result in failure.
 - Definition of attendance in online classes: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
- **Technical problems online:** While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing

Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

4. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the

possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

5. Technological Distractions

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class."

6. Late Writing Projects

Final papers are due at the beginning of the scheduled class time unless otherwise noted on the syllabus. Students who suspect they will not have an assignment turned in on time should contact me prior to the class period in which it is due to discuss alternate arrangements. Paper extensions are rarely granted. If you do not receive permission to submit your paper late, late papers will be penalized one full letter grade for every calendar day that the paper is late.

7. All writing for this class must be written for this class

To pass this class, all **major writing assignments must be submitted**, and note that all writing for this class must be written **for this class**. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

8. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

9. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students

are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

10. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

11. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order or as an e-portfolio. Additional information and instructions for submission will be provided before the end of the semester.

12. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

Important Dates for the Spring 2015 Semester (Session B)

Mar. 16	First Day of Class
Mar. 17	Last Day to Register or Drop/Add without College Approval
Apr. 3	Course Withdrawal Deadline
May 1	Complete Session Withdrawal Deadline
May 1	Last Day of Class
May 11	Final Grades Due

You may find the following Topics and Assignments chart useful for planning your semester and keeping track of major assignments. This course schedule is subject to revision during the semester, and I will announce any changes to you.

NOTE: Because this course is an online course, many of the reading and quiz assignments rely on you to schedule your progress.

	READING THIS WEEK	ONLINE ASSIGNMENTS DUE
WEEK 1: MAR 16 – 22	Chapter 1, "Everything Is an Argument," (pp. 3-29) Prompt Project 1 Project 1 Handouts Chapter 2, "Arguments Based on Emotion: Pathos," (pp. 30-41) Chapter 3, "Arguments Based on Character: Ethos," (pp. 42-54) Chapter 6, "Rhetorical Analysis" (pp. 90-113)	Introductions, Syllabus, Policies, Course Calendar; Watch Project 1 Introduction Video Post Your Introduction to the Class by Thursday, March 19 (Blackboard Discussion) Chapter 1 Reading Quiz Chapter 2 Reading Quiz Chapter 3 Reading Quiz Chapter 6 Reading Quiz Quizzes must be completed by 11:59 p.m. on Sunday, March 22
WEEK 2 MAR 23— 29	Chapter 4, "Arguments Based on Facts and Reason: Logos" (pp. 55-73) Chapter 5, "Fallacies of Argument," (pp. 74-120) Chapter 16, "Academic Arguments," (pp. 367-382)	Post your Introduction and Conclusion Paragraphs by Wednesday, March 25 (Blackboard Discussion) Chapter 4 Reading Quiz Chapter 5 Reading Quiz Chapter 16 Reading Quiz View Drafting Evidence and Analysis Presentation FIRST DRAFT DUE POSTED ONLINE BY 11:59 p.m. on Saturday, March 28 Quizzes must be completed by 11:59 p.m. on Sunday, March 29
WEEK 3 MAR 30 – APR 5	Chapter 7, "Structuring Arguments," (pp. 123-186) Chapter 10, "Evaluations," (pp. 214-239) Chapter 18, "Evaluating Sources," (pp. 410-417)	Post Your Peer Review by 11:59 p.m. on Wednesday, April 1 Chapter 7 Reading Quiz Chapter 10 Reading Quiz Chapter 18 Reading Quiz Quizzes must be completed by 11:59 p.m. on Sunday, April 5

		FINAL PROJECT 1 DUE by 11:59 p.m. on Sunday, April 5
WEEK 4 APR 6 –12	<p>Chapter 14, "Visual and Multimedia Arguments," (pp. 326-343)</p> <p>Prompt Project 2</p> <p>Project 2 Handouts</p> <p>Chapter 13, "Style in Arguments," (pp. 309-325)</p>	<p>Watch Introduction to Visual Rhetorical Analysis Video</p> <p>Post the Website you have selected for Project 2 by 5 p.m. on Thursday, April 8</p> <p>Chapter 14 Reading Quiz</p> <p>Chapter 13 Reading Quiz</p> <p>FIRST DRAFT PROJECT 2 DUE by 11:59 p.m. on Saturday, April 11</p> <p>Quizzes must be completed by 11:59 p.m. on Sunday, April 12</p>
WEEK 5 APR 13— 19	<p>Chapter 20, "Plagiarism and Academic Integrity," (pp. 436-445)</p> <p>Chapter 17, "Finding Evidence" (pp. 395-433)</p> <p>Chapter 19, "Using Sources," (pp. 418-435)</p>	<p>Post Peer Review of Project 2 by 11:59 p.m. on Wednesday, April 15</p> <p>Chapter 20 Reading Quiz</p> <p>Chapter 17 Reading Quiz</p> <p>Chapter 19 Reading Quiz</p> <p>FINAL DRAFT PROJECT 2 DUE by 11:59 p.m. on Sunday, April 19</p> <p>Quizzes must be completed by 11:59 p.m. on Sunday, April 19</p>
WEEK 6 APR 20— 26	<p>Project 3 Prompt</p> <p>Final Reflection Prompt</p> <p>Chapter 21, "Documenting Sources (MLA section only)," (pp. 446-464) (No quiz for this chapter, but project 3 should follow these guidelines)</p>	<p>View: Writing Quality Annotations</p> <p>FIRST DRAFT PROJECT 3 DUE by 11:59 p.m. on Saturday, April 25</p>
WEEK 7 APR 27 — MAY 1	<p>Checklist for all final projects</p>	<p>Post Peer Review of Project 3 posted by 11:59 p.m. on Tuesday, April 28</p> <p>Final Project 3 Due 11:59 p.m. on Friday, May 1st</p> <p>Final Reflection Due 11:59 p.m. on Sunday, May 3rd</p>

