English 102: Rhetoric and Composition
Fall 2021 | Section

Instructor: Jingsheng Zhang (Dr Zhang)
Instructor Email: jail@email.sc.edu
Office Hours and Location: MW 1:00-2:00 p.m. AND by appointment
Blackboard Collaborative Ultra
Class Location & Time: TR 2:50-4:05 p.m. Carolina Coliseum 2006

REQUIRED MATERIALS

❑ Kim, Lindsey with Heather Buzbee, ed. *The Carolina Rhetoric.* Macmillan Learning, 2021.
❑ Lunsford, Andrea A. *The Everyday Writer: For the University of South Carolina.* Bedford/St. Martin's, 2020.
❑ Access to a computer with MS Office 365 ([free to students](#))

COURSE DESCRIPTION AND LEARNING OUTCOMES

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 upon multiple sources and viewpoints. During the semester, you will learn to identify the elements of an effective argument, and then you will 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. We will also discuss basic principles of academic integrity. You will learn these skills through frequent, intensive practice. By the end of the term, you should feel more confident about your ability to research and write about challenging topics responsibly and articulately.

In English 102, you will:
- Learn rhetorical concepts and terms that enable you to identify and analyze the elements of an effective argument.
- Write effective college-level papers on a variety of academic and public issues, each of which articulates a central claim (thesis), draws on credible supporting evidence, and effectively addresses opposing viewpoints.
- Do research to find, assess, and use appropriate supporting materials from the university libraries, the Internet, and other sources.
- Effectively integrate material from research into your papers via summary, paraphrase, and quotation.
- Document source materials correctly using MLA style and understand basic principles of academic integrity.
- Work through a full range of writing processes—including invention, planning, drafting, revision, and editing—in order to produce effective college-level essays;
- Work with classmates to share ideas and critique each other's work in progress.
- Develop a clean, effective writing style, free of major errors, and adapt it to a variety of rhetorical situations.

GRADE BREAKDOWN

A "C" is the lowest passing grade in English 102. I grade on a 10-point scale (A=90-100; B+=88-89; B=80-87; C+=78-79; C=70-77; D+=68-69; D=60-67; F=50). **If you have a question about your grade, at any point in the class, please feel free to discuss it with me.**

Passing Grades:

A (100-90)

B+ (89-88)

B (87-80)

C+ (79-78)

C (77-70)

Failing Grades:

D+ (69-68)

D (67-60)

F (59 or below)

MAJOR ASSIGNMENTS

Project Proposal and Annotated Bibliography (15% of overall grade)

This assignment requires you to explore and evaluate current research on your selected research topic. As you conduct research and complete ILPs throughout the semester, you will add additional bibliographic entries that survey and analyze the variety of sources you find. The first draft of the annotated bibliography must include at least **6 sources**, while your final draft (the one that will be submitted in your Final Portfolio) must have **10 sources** total. This assignment aims to supply you with a valuable research tool that will help you enter the academic discourse community by creating your own researched argumentative essay.

Researched Argumentative Essay (20% of overall grade)

For this assignment, you will write a sustained argument stemming from your research this semester, developed from the annotated bibliography and other assignments completed for this class. Your essay must be 2500 words minimum and must make use of at least eight sources from your annotated bibliography assignment. Your paper should adhere to the latest MLA style guidelines for research papers. Through this assignment, you will develop and practice the skills necessary for understanding and engaging within the academic discourse community through its central form of communication – argument.

Public Turn Assignment (15% of overall grade)

In our current information society, the vast majority of arguments are not located in academic essays. Arguments also appear in videos, images, sounds, etc. This assignment asks you to reconfigure the central argument and main points of evidence from your research project into a new medium and/or genre using multiple modes of expression (e.g., video, audio, etc.) so that it speaks to a new audience outside the academic discourse community. This can take the form of a presentation, blog, song, poetry, short story, film, podcast, dance, food, painting, or other medium. I must be able to assess your project in 5-6 minutes (i.e., keep audio, video, and presentation length to 5-6 minutes). These projects will be presented to the class at the end of the semester and will be submitted via your Final Portfolio project along with a reflection indicating your reasoning behind your rhetorical choices as you changed mediums and modes in order to fit your argument to the needs of a new discourse community.

Information Literacy Projects (ILPs) (20% of overall grade)

These assignments help you develop and practice skills in writing, rhetoric, and information literacy that are necessary for academic research. Each ILP has three parts: A citation and summary, a source analysis, and a research reflection. You will use ILPs to conduct research for your major assignments.

Peer Review Workshops (15% of overall grade)

We will be doing group-based peer review of drafts of each of the major assignments for the course. You are expected to read and comment thoroughly on the drafts of your peers for each workshop.

Participation (15% of overall grade)

You will be writing almost every class, often in the form of in-class writing, group work, class activities, or formally written responses and other out-of-class writing. These assignments will vary in number, length, difficulty, and complexity. In addition, your active participation in discussion and activities will count towards a participation grade.

ASSIGNMENT EXPECTATIONS

Paper Format
All major assignments for this course (the annotated bibliography, the researched argumentative essay, and the written components of the public turn) should be typed and double-spaced using 12- point Times New Roman with 1" margins. Please place your name, the course and section number, the date, and the assignment title on the top of each assignment. Use MLA style (8 th edition) to cite and properly document any outside sources you use. We will talk more about MLA format and citation in class.

Submission Instructions
All formal writing assignments will be uploaded to the appropriate drop boxes located on the course's Blackboard page. In the event of any technology issues with Blackboard, please email me a copy of the assignment by the appropriate due date and time and upload a copy to the drop box at the next possible opportunity.

File Format
All documents should be in either a .DOC, .DOCX, or .PDF format. As a reminders U of SC students are eligible to receive a free copy of MS Office 365, which contains a word processer that natively produces .DOCX files.

Revision & Final Portfolio
At the end of the semester, you will submit revised versions of your first two major assignments and your final draft of your public turn project in a final portfolio. The quantity and quality of the changes you make to the revised portions will largely determine your grade. We will discuss revision, as well as the specifics regarding the final portfolio, more in class.

COURSE POLICIES

Course Modality and COVID Statement
This course meets in a traditional, face-to-face modality. Students are expected to follow all guidelines and protocols determined by the University for classroom safety. The Current COVID Guidelines are subject to change and can be found online.

Face Coverings Policy
https://sc.edu/safety/coronavirus/safety_guidelines/index.php

According to the updated UofSC face covering policy,

"Face coverings will be required at all times inside all campus buildings, unless your own residence hall room, private office or you are eating inside campus dir ties."

For the safety of yourself, your fellow students, and the instructors, please wear your face coverings before entering the classroom. It's your responsibility to prepare your own face coverings for attending the class.

Attendance and Participation

Attendance and participation are required. Success in this course depends on participation through workshop-style discussion and writing. Full participation means that you arrive on time, bring your textbook and material to write with, and that you pay attention during lectures, ask thoughtful questions, participate effectively in small groups, and complete all in-class activities.

In accordance with the [University attendance policy,](#) absences will be excused for military service, religious observance, university-sponsored activities, and illness, as well as other reasons specified in the policy. To request an excuse, you must send an email to me, as soon as possible, stating the date and reason of your absence. At my discretion, documentation may be required.

You may have up to **three** (3) **unexcused** absences without incurring penalty. For every unexcused absence after the third, your final grade will be reduced by 5%, which equals about half a letter grade. If during the semester you find that you are unable to attend class regularly, you should consider dropping the course to avoid failing.

Missed Work / Makeup Work

Timeliness is key to remaining on-task and being successful in this course. **I don't grade late assignment** If you miss an assignment for uncontrollable reasons, you should contact your instructor.

The use of electronic Devices are not allowed during class unless required by the instruc

Communication

Communication is central to creating successful experiences within this course. All pertinent course announcements will be delivered via your U of SC email address and through the Announcement tool on Blackboard. As such, it is important that you check both your university email address and Blackboard daily. There are a variety of ways for you to communicate with your instructor: by visiting during their office hours, by email, or by setting up an appointment to meet (either virtually or face-to-face).

Email

Generally, your instructor will respond to your messages in roughly one business day, though this may not always be possible (i.e. when instructors are traveling, are ill, etc). If you haven't received a reply to your email in several days, it is a good idea to follow-up with your instructor to ensure they received the message. Email is a great way to communicate about a variety of class matters, but discussions regarding feedback and grades are better suited for meetings with the instructor. Make sure to use your university email when communicating with your instructor.

Office Hours

Each week, the instructor will hold office hours where they will be available to meet with students and discuss matters related to the course. You can meet with your instructor virtually (via software like Blackboard Collaborate or Microsoft Teams) during the instructor's office hours. Please make an appointment at least one day earlier. Meeting during an instructor's office hours allows you to "meet" with your instructor, so more detailed or complex conversations are better suited to office hours (i.e. discussing feedback, grades, etc.) rather than email.

Appointments

If you aren't able to meet during an instructor's designated office hours, then you should contact your instructor to set up an appointment during an alternative time that works for both of you.

Class Participation and Courtesy

Our class is a respectful space to explore, share ideas, and ask questions. You are expected to participate every class, whether it be through engaging in class discussion, completing class activities, etc. This classroom is a space of non-discrimination, in which all students – no matter their background – are welcome. All students are expected to treat it as such.

Technology and Privacy

It is important to remember that the classroom is a private space. Please do not share links to class meeting spaces or materials with anyone who is not a part of the class. Any and all material from the class should only circulate between members of our class unless the instructor explicitly grants permission otherwise.

Academic Honesty

You are bound by the university's policies on academic honesty, which bar you from presenting another person's work or ideas as your own, allowing someone to write an assignment or part of an assignment for you, failing to properly acknowledge source materials, or recycling work – turning in a paper completed in another class for credit in this class. The standard FYE penalty for plagiarism is a zero on the assignment. All cases of plagiarism are reported to the Office of Student Conduct and Academic Integrity). Knowing the boundary between acceptable and unacceptable practices is sometimes tricky. We will discuss this in class, but it is your responsibility to be sure you understand how to correctly use borrowed information. You are also responsible for reading the Academic Responsibility section of *FAQ page on the First-Year English* site at: http://www.sc.edu/study/colleges_schools/artsandsciences/english_language_and_litera-ture/first_year_english/faq/index.php.

CAMPUS RESOURCES

Student Disability Services, LeConte 112

Students needing academic accommodations should contact the Student Disability Services office at 803-777-6142 or visit: https://www.sa.sc.edu/sds. Students wishing to make such arrangements should do so as soon as possible.

Counseling Services

It is important that you take care of your mental health. If you are ever worried about your mental health and desire to use U of SC's mental health services, please visit Counseling Services.

The Writing Center, Byrnes 703

Graduate student tutors can help support your writing in one-to-one sessions, no matter the stage of a project, be it brainstorming ideas, developing a thesis, working on citations, or polishing a final draft. Appointments are held from 10am-5pm Monday through Thursday and 10am-3pm on Fridays and last between 30 to 60 minutes. Visit here to make an appointment.

Peer Writing and Communications Lab, Women's Quad in Sims S109

Undergraduate writing tutors can help you navigate the expectations of college writing through one-on-one sessions. Appointments are held from 12pm-10pm Monday through Thursday, 10am-2pm on Fridays, and 4pm-9pm on Sunday. Visit here to make an appointment.