

English 102: First-Year Composition
Spring 2024, Session B

Course Information Instructor: Meghan Nestel Meeting times: N/A Location: iCourse - Canvas Line number: 30410	Contact Information Email: mnestel@asu.edu Office location: Zoom meeting room: https://asu.zoom.us/j/6604789714 Office hours: Mondays 6-8pm MST (or email for appointment)
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Course Description

Like English 101, English 102 focuses on skills and strategies that can help you shape your own ideas through writing. In this course, we will concentrate on methods of forming and supporting arguments that are convincing to specific audiences. We will explore key features of rhetoric (such as audience and situation, as well as strategies including ethos, logos, pathos, and kairos), practice research methods, and work to understand multiple perspectives on complex issues in order to write effective arguments of our own. We will also continue to explore the general process of writing, including drafting, revising, editing, and peer-response. By the end of the course, you should have a better understanding of how to use rhetorical strategies, awareness of audience, and the research process, to craft strong arguments of your own and to assess the arguments of others.

Course Outcomes for English 102/108: First-year Composition

Catalog Description: Critical reading and writing; emphasizes strategies of academic discourse. Research paper required. Students will gain experience in the following areas:

I. Category: Critical Thinking, Reading, and Composing

- Define an argumentative purpose that addresses an academic debate or issue.
- Learn methods of academic argumentation that are responsive to and critically assess the sociocultural histories of identity markers such as race, class, gender, ability, sexuality, and language background.
- Adopt an open stance toward competing perspectives when addressing an academic debate or issue.
- Negotiate competing perspectives when addressing an academic debate or issue.
- Imagine equitable outcomes that are open to academic and non-academic perspectives.

II. Category: Rhetorical Knowledge

- Learn discipline-specific methods of academic research and argumentation.
- Identify competing cultural logics within an academic debate or issue.
- Contribute to an academic debate or issue using culturally-specific discourses, argumentative tactics, and languages (including one's first language and any additional languages).
- Exhibit flexibility when addressing academic audiences and rhetorical situations.

III. Category: Composing Processes

- Implement the fundamental components of embodied writing practices such as invention, drafting, collaboration, revision, and reflection.
- Evaluate, incorporate, and document primary and secondary sources according to discipline-specific academic conventions.
- Demonstrate resilience when drafting and revising academic arguments.
- Reflect on the politics of fair use and copyright as it relates to academic publishing and citation.

English 102 is a Writing Programs course. You can find more information about Writing Programs and offered courses at <https://english.asu.edu/academics/writing-programs>.

Required Materials

- *Textbook*: Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument*. [9th edition](#). ISBN: 9781319244484. Paperback or E-book available.
- *Online*: [Mission, Goals, Identity | Writing Programs](#) and [Student Code of Conduct](#). Students are responsible for knowing the policies in the above two websites.
- *Supplies*: Access to a computer for Canvas and for word processing of all drafts.

Course Policies

Attendance

Consistent attendance is expected—our course moves very quickly and it is easy to fall behind if you are absent.

- **If you miss more than two classes, you will fail the course**—this is Writing Programs policy.
- **For purposes of an online course, you are considered absent if you fail to post an acceptable assignment for that day.**
- **Technical problems are not an excuse for failing to complete assignments within the allotted time. Leave yourself enough time to complete the assignment later or in an alternative location should you run into issues.**

Classroom Environment

I expect all of us to be respectful of each other. An environment of respect will allow us the opportunity to participate and learn. We will hear or read many different opinions about a topic or text or perspective; be considerate of others' contributions and viewpoints. Failure to abide by these guidelines will have a negative impact on your participation grade.

Course Work

Participation Work

Participation work includes responses to readings and other course material, discussion posts, quizzes, group work, drafts, revision work, and anything else we do in the writing process for each project. **Late or incomplete work will receive partial credit if submitted within 48 hours of the deadline.**

- **A note on drafts**: Drafts are required for the three writing projects described below. You will receive feedback from peers and myself on your draft. If you submit your draft late, I cannot guarantee that you will receive feedback.

Generative AI Policy

Generative AI is a technology that automates part or all of the writing/content creation process for users. Popular examples of such technologies include ChatGPT (OpenAI), Google Bard (Google), Claude (Anthropic), and Wordtune (AI21 Labs). **In this course, you may use generative AI technologies provided that you account for your usage in the Works Cited of your assignment.** Instructions on how to cite generative AI output can be found at the [MLA Style Center](#) or the [APA Style Center](#). If you have questions about how to use generative AI to complete your assignments effectively and responsibly, please schedule a meeting with me during office hours and I will be happy to address them. You may also send questions or concerns to Dr. Kyle Jensen, Director of Writing Programs at the following address: dr.kjensen@asu.edu.

Writing Projects

There are three writing projects in English 102, and there is a final reflection that takes the place of your final exam.

- **Each writing project is graded, and you must submit all writing projects to pass the course.** All projects must be ready by the due date and time. Computer problems are not valid excuses for late work. For each calendar day that a project is late, I reserve the right to deduct 1 half letter grade from the final grade on the project.
- **A clear effort in making revisions will have a significant impact on your writing project grades.** It is therefore important that you participate in all drafting and revision processes. If you do not submit a draft within 48 hours of its due date, you will not receive revision points on your final grade for that project.
- Graded writing projects will be returned to you promptly, usually within two weeks.
- During the semester you have the option to revise one paper after it is graded, in consultation with me.

Description of Writing Projects

- **Project One: Rhetorical Analysis.** Paying close attention to the author's purpose, evidence, persuasive appeals, and other rhetorical strategies, you will write a rhetorical analysis of a text in order to make a claim about how the text functions as a persuasive argument and the degree to which that argument succeeds or fails.
- **Project Two: Issue Analysis.** This assignment asks you to examine multiple sides of a controversial issue. Through the development of an extensive annotated bibliography, you will explore different arguments made in relation to this issue. You will then compose a brief summary paper that offers an overview of the main arguments involved in this issue.
- **Project Three: Online Advocacy/Proposal Argument.** For this assignment, you will identify a specific problem of interest to you, and create an online argument advocating some form of change in a format that relates to a specific audience with the power to make the change you propose. You are encouraged to write about the same issue you explored in WP2.
- **Final Reflection:** This is a written critical evaluation of your work in lieu of a final exam. It asks you to review all of the work you have accomplished over the semester to identify the gains you have made in your approaches to writing, and the goals you would like to continue to address.

Grading

Projects and assignments for the course grade are weighted as indicated below. Grades are posted to Canvas according to this scale and are reflective of final grade calculations.

Project 1:	25%
Project 2:	25%
Project 3:	25%
Participation:	20%
Final Reflection:	5%

Grading schema:

A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79;
C = 70-76; D = 60-69; E = less than 60.

Please Note: This syllabus is subject to change with reasonable notice. Any changes will be posted on Canvas.

ASU Standard Writing Programs Policies 2023-24

1. Policy on Attendance

Students are expected to attend all class sessions in order to meet the course outcomes. 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.

- Online classes:
 - Sessions A and B: More than (2) 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, if possible, move to another section where their activity schedules will not interfere with their classroom obligations (students can 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: ASU 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 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

Grade	Percentage	4.0 Scale
A+	100-97%	4.3 (only used internally at ASU)
A	<97-94%	4.0
A-	<94-90%	3.7
B+	<90-87%	3.3
B	<87-84%	3.0
B-	<84-80%	2.7
C+	<80-77%	2.3
C	<77-70%	2.0
D	<70-60%	1.0
E	<60%-0%	.3

4. The Public Nature of Writing and Instruction

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

Technology is instrumental to an online course, and you will need to use your electronic devices to access and participate in our class. That being said, technology can also distract from your online participation – while completing course activities, staying focused on the task at hand will help you produce your best work. Please give the course the attention you would in an in-person classroom. Occasionally, we may “meet” in an online setting. In these instances, please refrain from using technology in a way unrelated to our session (e.g. don’t be checking Instagram on your phone while we are talking about your paper).

6. Late Writing Projects

For each calendar day that a project is late, I reserve the right to deduct 1 half letter grade from the final grade on the project.

7. Writing for this Class

To pass this class, all major writing assignments must be completed, submitted, and 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. Expectations for Teacher and Student Conduct

ASU Writing Programs expects teachers to follow the [Academic Affairs Manual](#) and students to follow the [Student Code of Conduct](#). Writing Programs does not condone threatening behavior against any of its teachers or students for any reason. ASU’s definition of threatening behavior can be found here: <https://eoss.asu.edu/dos/safety/ThreateningBehavior>. If aggressive behavior occurs in the classroom, a teacher or student should immediately contact the Director of Writing Programs, Dr. Kyle Jensen: dr.kjensen@asu.edu. Dr. Jensen will initiate the appropriate process and, if necessary, inform the Dean of Students, who will then follow the procedures outlined in The Student Code of Conduct: https://eoss.asu.edu/sites/default/files/Student_Code_of_Conduct_Procedures.pdf.

10. Sexual Violence and Harassment Based on Sex

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu>. Instructors are mandated reporters and therefore obligated to report any information regarding alleged acts of sexual discrimination.

11. Copyrighted Material

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

The course content, including lectures and other instructional materials, are copyrighted materials. Students may not share these materials outside of the class, including uploading, selling, or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by Student Accessibility and Inclusive Learning Services.

Any recordings instructors make available to their students (such as lectures or Zoom discussions) are authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

12. 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.

- Prior to receiving disability accommodations, verification of eligibility from Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.
 - Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services should contact their office immediately. It is located on the first floor of the Matthews Center Building. Student Accessibility and Inclusive Learning Services staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit https://eoss.asu.edu/accessibility?_ga=2.152352313.1476762588.1628870359-926705284.1619106378. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

13. 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 Canvas, if submitted there, but should also maintain their own digital copies.

14. Student Grievances

The Writing Programs administration cares about how students experience Writing Programs courses and takes all student grievances seriously, while at the same time being supportive of instructors. We strive for mutually beneficial outcomes while maintaining the integrity of the program.

To effectively voice their concerns or grievances and bring them to the attention of the Writing Programs administration, students are expected to adhere to the following protocol:

1. The student first discusses their concerns with their teacher.
2. If this discussion did not lead to a resolution of the concern or if the student feels uncomfortable approaching their teacher, they contact the Writing Programs office at writingprograms@asu.edu and ask the Writing Programs representative to forward a message to the Director of Writing Programs.
3. In this message, which is a formal email addressed to the Director of Writing Programs, the student will list their concerns, include evidence, and (if possible) provide documentation.

4. The Director of Writing Programs will review the email, (if applicable) solicit more detailed information from both the student and the teacher, respond to the student and the teacher in a timely manner via email, and/or offer a meeting via phone or Zoom.
5. If a solution cannot be achieved on this level, the Director of Writing Programs will assist the student and teacher in advancing the concern to the Senior Director for Curriculum and Student Affairs in the College of Liberal Arts and Sciences.
6. For materials required in a formal grade appeal, students need to follow the process outlined in the “Can I dispute a Grade?” section at <https://english.asu.edu/admission/first-year-composition-courses/faqs>.
7. More information about Academic Grievances, Academic Integrity Resources, and Disruptive Behavior is available on the Resources page of the College of Liberal Arts and Sciences at <https://thecollege.asu.edu>.

Tentative Course Calendar

Readings and assignments are due on the day they are posted on the calendar. It is your responsibility to budget your time accordingly.

Please note this calendar is subject to change. Changes will be posted with reasonable notice on Canvas.

Abbreviations:

EA = *Everything's an Argument*

DP = Discussion Post

Week One: March 11-15	
3/11	Class Introduction and Syllabus Overview
3/12	
3/13	Reading: EA, Chapter 21: “Maintaining Academic Integrity and Crediting Sources” DUE by end of day: Syllabus Quiz, “About Me” DP, Academic Integrity Quiz, Introduction Email
3/14	
3/15	Reading: EA, Chapter 1: “Understanding Arguments and Reading Them Critically” Introduction to WP1 DUE by end of day: “Arguments” DP, “Rhetorical Context” DP

Week Two: March 18-22	
3/18	Reading: <i>EA</i>, Chapter 2: “Arguments Based on Emotion: Pathos”; Chapter 3: “Arguments Based on Character: Ethos”; Chapter 4: “Arguments Based on Facts and Reason: Logos”; Chapter 5: “Fallacies of Argument” DUE by end of day: “WP1 First Steps” DP, “Rhetorical Appeals” DP
3/19	
3/20	Reading: <i>EA</i>, Chapter 20: “Using Sources” - from “Synthesizing Information” through “Framing Materials Your Borrow” DUE by end of day: “Quoting, Paraphrasing, and Summarizing” Quiz, “Summary” DP
3/21	
3/22	Reading: <i>EA</i>, Chapter 6: “Rhetorical Analysis” DUE by end of day: WP1 Draft

Week Three: March 25-29	
3/25	
3/26	Reading: Revisit <i>EA</i>, Chapter 6: “Rhetorical Analysis” - “Getting and Giving Response: Questions for Peer Response” DUE by end of day: Peer-Review Feedback for WP1
3/27	
3/28	
3/29	Reading: “Making Revisions” (reading on Canvas) DUE by end of day: “Recursive Writing” DP, Writing Project One

Week Four: April 1-5	
4/1	Reading: <i>EA</i>, Chapter 18: “Finding Evidence” and Chapter 19: “Evaluating Sources” Introduction to WP2 DUE by end of day: “Finding a Topic for WP2” DP, “Evaluating Sources” DP, “Finding Sources for WP2” DP
4/2	

4/3	Reading: <i>EA</i> , Chapter 22: “Documenting Sources” Annotated Bibliographies Overview DUE by end of day: “Starting your Issue Summary” DP, “Annotated Bibliographies” DP
4/4	
4/5	DUE by end of day: WP2 draft materials

Week Five: April 8-12	
4/8	
4/9	DUE by end of day: WP2 Peer Review
4/10	
4/11	
4/12	Reading: <i>EA</i> , Chapter 12: “Proposal Arguments” Introduction to WP3 DUE by end of day: “Proposal Arguments” DP, Writing Project Two

Week Six: April 15-19	
4/15	Reading: <i>EA</i> , Chapter 14: “Visual Rhetoric” and Chapter 16: “New Media and Multimodal Arguments” The Explanatory Essay DUE by end of day: “Online Proposal Arguments” DP, “WP3 First Steps” DP
4/16	
4/17	
4/18	
4/19	DUE by end of day: WP3 draft materials

Week Seven: April 22-26	
4/22	DUE by end of day: WP3 Peer Review
4/23	
4/24	
4/25	DUE by end of day: Writing Project 3 and “WP3 Online Text Showcase”
4/26	Semester Ends DUE by end of day: Final Reflection

Other dates to note:

March 12 – Last Day to Register or Add Course

March 17 – Last Day to Drop Course

March 29 – Course Withdrawal Deadline

April 26 – Complete Session Withdrawal Deadline