THE COURSE: This course is an intensive writing course that continues building on the outcomes of English 101. Here you will continue to develop skills in expression, inquiry, evaluation, reasoning and research through academic essay composition. The course will culminate in a final researched synthesis paper.

COURSE TEXT:
- An English Dictionary, Thesaurus and Grammar Handbook. (Required)
- In-class Handouts, Emails and Blackboard postings are required readings.

CLASS RULES:
- Be on time, attentive, prepared to participate and stay until the end of class.
- No food in class.
- Absolutely no tobacco product use in class.
- Please silence/turn off and put away any cell phones and iPods (and other MP3 players), and other similar electronic devices prior to entering class. See attached Electronics policy.
- Respect your classmates and their opinions. Aggression and disrespectful or disruptive behavior will not be tolerated and could result in expulsion from the class.

ADA STATEMENT: Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their "Academic Adjustments" as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202 immediately.

UNIVERSITY WRITING CENTER: Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. You can drop in or make an appointment for an in-person session or request a live, interactive, online session. Each one-on-one session lasts up to 50 minutes. Students should bring the assignment sheet and all available related materials. Both in-person and online consultations are available. There are three ways to request a consultation:

--Call 509-963-1296/1270 for an appointment.
--Drop in online via Skype. The writing consultants’ username is CWU-UWC.
--Drop in at one of the three campus locations:
  Hertz 103- 9 a.m. to 7 p.m. Monday-Thursday and 9 a.m. to 2 p.m. Friday.
  Library Fishbowl- 2 to 9 p.m. Sunday.
  SURC 271, 6 to 9 p.m. Monday-Thursday.

Grammar handouts and other writing resources are also available at www.cwu.edu/~writingcenter

COURSE OUTCOMES:

In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. All course assignments are designed to help students work with ideas and issues they will likely encounter in their academic careers. Both faculty and tutors are committed to helping students achieve specific course outcomes, which specify standards of written competence and critical thinking expected of scholars, professionals, and citizens.
In English 102, students focus on the following outcomes:

- perceiving and relating various perspectives on a question at issue and formulating generalizations about these relations;
- identifying assumptions and criteria to use in analyzing the writing of others;
- analyzing and synthesizing multiple sources—identifying varying perspectives and logical relations among the sources, and responding to a question at issue;
- using citation and documentation effectively;
- identifying the logical progression of arguments;
- describing the interrelationship between style and meaning in the writing of others and adjusting style to enhance meaning in one’s own writing;
- taking a position on a question at issue by developing a focused assertion based on a shared assumption, presenting evidence in support of a line of reasoning, addressing divergent stances on the issue, and using a variety of appeals while avoiding rhetorical fallacies

AND/OR

- critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features.

Each essay submitted for grading should have these features:

- a clear and refined purpose;
- meaningful development;
- purposeful organization;
- an effective tone;
- well-crafted sentences;
- consistent use of conventions for standard academic English.

WRITING PROGRAM EXPECTATIONS

The Program’s faculty recognize that writing is a process and that writers depend on a community of readers. They thus expect students to participate in their courses in the following ways:

- prewriting to inquire, reflect, focus, generate, and clarify content;
- revising to provide economy, clarity, unity, and balance;
- editing their own work and the work of others;
- writing polished prose that is purposeful, clear, and effective;
- understanding and using criteria to self-assess their own writing;
- working responsibly in writing groups;
- engaging critically and constructively in the exchange of ideas during class discussion, group activities, and conferences;
- demonstrating academic integrity in all written projects.

CLASS EXPECTATIONS

- The university accepted ratio of expected homework time to class time is two hours of homework for each hour of class time. Although some classes require less homework time, in courses like this one the 2:1 ratio tends to apply. Please plan your schedule accordingly.

- A percentage of your grade is based on your responsible and respectful participation. Participation in the course will take several forms:

* I reserve the right to adjust the class syllabus and schedule to better meet the course objectives and needs of the students.
a. **Reading:** you will be expected to keep up with the reading schedule, including any hand outs or reading assignments given which deal with the text or subject being discussed. From time to time you will be asked to read and critique a draft of a peer’s work and he/she will be asked to read something of yours. In such a case, you will be expected to read and consider the written comments you receive from your peers about your writing.

b. **Speaking:** You will be expected to actively contribute to small and large group discussions. I invite lively discussion in class. I should warn you, I tend to play “devil’s advocate.” I can argue different sides of an argument, and I may switch sides to encourage you to thoroughly examine different points of view or different arguments and their merit. I do not always argue my position on the issues but the side that will provide the best discussion.

c. **Listening:** When I am speaking in class I expect your undivided attention. You are expected not only to listen to the instructor and your classmates, but also to be tolerant of views you may disagree with. Should we disagree, I promise to only question your argument not you personally and only after first questioning my own argument. I expect the same from you in regards to my arguments and the arguments of your classmates.

d. **Writing:** You will be writing bibliographies, source summaries and analytical synthesis drafts which will be revised, sometimes several times, before they submitted for evaluation. You are also encouraged take notes in class.

Disruptive or disorderly conduct will not be tolerated and will be promptly reported to Student Affairs.

- Diversity is welcomed and celebrated in my classes. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect.

- **Plagiarism WILL NOT be tolerated in any form and will be promptly dealt with.** Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). The “buying, copying, borrowing, or otherwise plagiarizing another’s ideas, evidence, examples, opinions, or other original products or documents from published, unpublished, or electronic sources . . .” is unethical and unlawful. If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Violation of the Student Code of Conduct may be reported to Student Affairs. (See CWU’s policy on Academic Dishonesty: 5-9.4.21). Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

- Students wishing a conference with me regarding their work are expected to submit a draft of their work at least 24 hours before the scheduled conference. Because of the frenzy at the end of the quarter, please make arrangements to see me prior to Wed. 28 November.

- In some instances I request or allow resubmissions. In the event a revision or resubmission is allowed, it is due no later than the next class period and it will be considered like a late assignment, incurring a late penalty.

- In the event that class is cancelled for any reason, refer to your class schedule and check your CWU email for emailed instructions and expectations. You will be expected to arrive the next class day having completed any scheduled or instructed assignments.

- Absences and late arrival will affect the participation portion of your grade. I reserve the right to decide reasonable justification for an absence so contact me regarding extenuating circumstances (i.e. hospitalization, death or family emergency) which **may** be taken into consideration. When you do miss a class, remember to check the schedule, blackboard, emails and check with a classmate about that day’s discussion and any assignments. You **must** make arrangements to see me prior to Wed. 28 November.
will be held responsible for completing any work assigned while you are absent. **Every two late arrivals count as an absence.** Arriving unprepared for class (especially class workshops,) using class time to socialize, sleep or work on something other than the material being covered is inconsiderate and rude to me and your fellow classmates and may result in you being asked to leave class and/or be considered absent. I expect your physical and mental attention during class time.

- **TURN IN YOUR ASSIGNMENTS ON TIME. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Absences or failure to get the presented material will not automatically extend the due date of an assignment. Your papers and assignments are still due on the assigned day. Extenuating circumstances (i.e. hospitalization or death) may be taken into consideration at the discretion of the instructor. If late submissions are accepted they will be penalized. Assignments done in class may be written but all other assignments must be typed. I reserve the right to fail or reject assignments which do not meet the assignment criteria, are illegible or difficult to read due to handwriting, ink color used or use inappropriate language.

**GRADING:**

Your final grade for the course will be calculated according to the number of points you earn on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and Homework</td>
<td>100</td>
</tr>
<tr>
<td>Rhetorical Analysis Paper</td>
<td>75</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>75</td>
</tr>
<tr>
<td>Opposition Paper and Outline</td>
<td>50</td>
</tr>
<tr>
<td>Workshops (2@15 pts each &amp; 1@20 pts)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Final Argument Paper</strong></td>
<td>150</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>465 and above</td>
</tr>
<tr>
<td>A-</td>
<td>450 – 464</td>
</tr>
<tr>
<td>B+</td>
<td>435 – 449</td>
</tr>
<tr>
<td>B</td>
<td>415 – 434</td>
</tr>
<tr>
<td>B-</td>
<td>400 – 414</td>
</tr>
<tr>
<td>C+</td>
<td>385 – 399</td>
</tr>
<tr>
<td>C</td>
<td>365 – 384</td>
</tr>
<tr>
<td>C-</td>
<td>350 – 364</td>
</tr>
<tr>
<td>D+</td>
<td>335 – 349</td>
</tr>
<tr>
<td>D</td>
<td>315 – 334</td>
</tr>
<tr>
<td>D-</td>
<td>300 – 314</td>
</tr>
<tr>
<td>F</td>
<td>299 and below</td>
</tr>
</tbody>
</table>

** Since much of the course is devoted to the final paper, failure to submit a final Argument paper will result in a failing grade for the course.
**English 102.002 – English Composition II**  
**Class Time:** M,W,F 10:00-10:50am  
**Instructor:** Ms. S. Foster  
**Office:** Black Hall 225-26  
**E-Mail:** FosterS@cwu.edu  
**Office Phone:** 963-1573  
**Office Hour:** M, W, F 11:00 am - 11:50am.  
**Office:** L&L 423  

*Please take all mail and assignments not submitted in class to the English office for submission. Do not slip items under my office door in Black 225-26.*

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**DATE** | **TOPIC** | **HOMEWORK**
---|---|---
**W** Sep 25 | Introduction: Syllabus, Texts, Blackboard, MLA, Schedule and Conferences. | Review syllabus and electronics policy form. Read Intro and Ch 1 pg 3-31 and note the check list on pg 49.
**F** Sep 27 | Discuss Arguments and reading (Intro, & Ch 1). | Read Ch 2-3 pg 33-65.
**M** Sep 30 | Discuss Ch 2 - 3 and Rhetorical Analysis. | Read "Hell's Bibliophiles” on Blackboard and Ch 12 pg. 315-327.
**W** Oct 2 | Discuss articles and Ch 12 pg. 315-327. | Read "Is Google Making us Stupid" on Blackboard and Ch 13 pg. 353-367.
**F** Oct 4 | Discuss articles and Ch 13 pg. 353-367. | Read Ch 4 pg. 68 - 80 & 85.
**M** Oct 7 | Discuss Ch 4 and Rhetorical Analysis | Read Ch 14, 15, 17 pg. 385-395, 417-433 and 481-497.
**F** Oct 11 | Grammar Review | Prepare Rhetorical Analysis of a reading for peer edit.
**M** Oct 14 | Columbus Day | Peer Edit Workshop. Revise paper and prepare for rhetorical analysis.
**W** Oct 16 | Faculty Development Day. No Class. | Brainstorm topic for final paper.
**F** Oct 18 | **Rhetorical Analysis due.** Discuss final paper topic selection and proposal assignment. Brainstorm topic for final paper. | Brainstorm topic for final paper.
**M** Oct 21 | Discuss thesis statements and discuss topic in groups. | Read Ch 7 pg. 189-216.
**W** Oct 23 | Discuss Ch 7 pg. 189-216. | Read Ch 5 pg. 89 -125.
**F** Oct 25 | Discuss Ch. 5 pg. 89 -125. Logical Fallacies. | Read Ch 8 pg 219-237.
**M** Oct 28 | Discuss Ch 8 pg. 219-237. | Read Ch 10 pg. 265-280.
**W** Oct 30 | Discuss Ch 10 pg. 265-280. MLA Review | Work on paper proposal and bibliography.
**F** Nov 1 | Library Research and Writing Day. | Gather sources for paper.
**M** Nov 4 | Peer Edit Workshop. | Revise paper proposal.
**W** Nov 6 | **Paper Proposal Due.** Discuss opposition argument and outline. | Re-read Ch 7 pg 200-216.
**F** Nov 8* | Troubleshooting | Read Ch 9 pg. 249-264. Read Ch 11 pg. 281-292 & 311-312.

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*S. Foster  
Page 5  
English 102 Syllabus  

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**Classroom:** Hogue 221  
**Class Time:** M,W,F 10:00-10:50am  
**Instructor:** Ms. S. Foster

**Office:** Black Hall 225-26  
**E-Mail:** FosterS@cwu.edu  
**Office Phone:** 963-1573  
**Office Hour:** M,W,F 11:00 am - 11:50am.

*Please take all mail and assignments not submitted in class to the English office for submission. Do not slip items under my office door in Black 225-26.*

**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Nov 11</td>
<td>Veterans Day. No Class</td>
<td>Consider opposition view on topic. Continue reading and research for final paper.</td>
</tr>
<tr>
<td>F Nov 15</td>
<td>Discuss Ch 6 Rogerian and Toulmin Logic</td>
<td>Create write-up of opposition argument and outline of final paper. Continue reading and research for final paper.</td>
</tr>
<tr>
<td>M Nov 18</td>
<td>Opposition write-up and Outline assignments due.</td>
<td>Begin writing final paper.</td>
</tr>
<tr>
<td>W Nov 20</td>
<td>Trouble Shooting.</td>
<td>Write Final Paper.</td>
</tr>
<tr>
<td>F Nov 22</td>
<td>Trouble Shooting.</td>
<td>Write Final Paper.</td>
</tr>
<tr>
<td>M Nov 25</td>
<td>Library Research and Writing day.</td>
<td>Write and Revise Final Paper</td>
</tr>
<tr>
<td>W Nov 27</td>
<td>Thanksgiving Break. No Class.</td>
<td>Write and Revise Final Paper</td>
</tr>
<tr>
<td>F Nov 29</td>
<td>Thanksgiving Break. No Class.</td>
<td>Write and Revise Final Paper</td>
</tr>
<tr>
<td>M Dec 2</td>
<td>Peer Edit Workshop</td>
<td>Revise Final Paper</td>
</tr>
<tr>
<td>W Dec 4</td>
<td>Peer Edit Workshop</td>
<td>Revise Final Paper</td>
</tr>
<tr>
<td>F Dec 6</td>
<td></td>
<td>Revise Final Paper</td>
</tr>
<tr>
<td>M Dec 9</td>
<td>Final Paper Due</td>
<td>Final papers are due in the English Office (L&amp;L 423) by 10:00am. Absolutely no late submissions will be accepted.</td>
</tr>
<tr>
<td>Final Paper Due</td>
<td></td>
<td>Have a wonderful Break!</td>
</tr>
</tbody>
</table>

*S. Foster*  
Page 6  
English 102 Syllabus  

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