Meeting Times and Location: M, W, F 11:00-11:50; L&L 343
Instructor: Travis (Tad) D. Smith e-mail: smithtra@cwu.edu
Office: L&L 418 Office Hours: M, W 7:30am-8:00am & 10:00-11:00; or by appointment

Course Description: This course will be a continuation of Eng 101’s introduction to college level, or “academic,” writing. As such, all coursework will be geared toward preparing you to be successful writers, readers and thinkers in your chosen discipline as well as in other disciplines. The content of this course will meet the expectations of the English Department (please see attachment) by focussing on techniques of argument, evaluation, and critical analysis, as well as making effective rhetorical choices and exploring methods of prewriting, editing, and revising.

Required Materials:
A Meeting of Minds: Strategies for Academic Inquiry and Writing 2nd Ed.
The Writers Harbrace Handbook; Harbrace Essentials; or another handbook of your choosing
A small portable dictionary
Journal notebook

Assessment:
* Grades will be based primarily on points given for each of the assignments listed below, and weighted at the percentages indicated. Some additional work may be assigned on an ungraded basis, but can be figured in if necessary.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Debate (“Classical Argument”)</td>
<td>30%</td>
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<tr>
<td>In Class Essay (argument)</td>
<td>10%</td>
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<tr>
<td>Researched Evaluation (5-7 pgs.)</td>
<td>30%</td>
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<tr>
<td>Self Evaluation (1 pg.)</td>
<td>10% (graded pass/fail)</td>
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<tr>
<td>Journal</td>
<td>10% (graded pass/fail)</td>
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<tr>
<td>Academic Reading (2-3)</td>
<td>10% (graded pass/fail)</td>
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* A midterm grade estimate can be provided if requested -- NOTE: The “uncontested withdrawal” deadline is 11/8.
* ALL GRADED ASSIGNMENTS (those listed above) MUST BE TURNED IN AND ACCEPTED IN ORDER FOR YOU TO PASS THIS CLASS.
* Extra Credit: Extra credit will be accepted for participation in “academic” events (prior approval is recommended, but not required), and the number of points given will be determined on a case by case basis (usually 1 per event attended when accompanied by a one page typed review). Also, please note that you cannot pass this class by doing extra credit, and there will be a reasonable limit to the number of extra credit points allowable (generally 5 max.).
* Note: The instructor reserves the right to slightly alter assignments, and/or weighting if necessary.

Assignments:

Journal: Your journal will be comprised of miscellaneous writing that you will do throughout the quarter. This writing will include topics assigned by me, as well as those of your own choice. You will be required to fill 1 page per week (of course this is a minimum, and you may, by all means, write more, but you will still be required to write 1 more page the following week), double spaced, written legibly (or typed), and normally sized. I encourage you to write about the class, your experience in it, your work in other courses, things you would like to research, writing, the world in general, and so on (see me if you are having trouble thinking of things). Consider your journal a place to experiment and play around with writing and ideas. I encourage you to be as creative (techniques, topics, styles, etc.) and candid as you would like. What you say will not influence your grade; however, if you write something that you really do not want me to read, you must devise some method of covering that portion of text (e.g., tape an opaque piece of paper over it). Since you are trusting me not to read such material, I will trust that you have actually written something there, and count it as part of your one page; but I expect this type of confidential writing to be very minimal, or you must have enough unconcealed text to meet the two-page minimum. These will usually be collected every other week on Mondays, unless otherwise instructed. For a grade you will receive either an A or an F: If you have met the minimum page count and it looks to me that you have put some effort into what you have written, you will get 100%, if not, then 0.

Academic Reading Assignments: These assignments will consist of three parts: 1.) finding a 10-20 page article in an “academic” or “scholarly” journal in the library (either by browsing the stacks or searching the databases) (consult a Reference Librarian if you are having trouble) 2.) photocopying / printing the article and marking up the text 3.) typing a 1 page (minimum) reflection/analysis of the work, including (a.) a “main idea statement”, (b.) your thoughts about the ideas expressed, and the rhetorical choices made in expressing those ideas (c.) a dictionary definition of one unknown word. Documentation of sources is not required. These
assignments will generally be due within one week of being assigned. Like the journals these will be graded pass/fail. **If you have any questions about this assignment I suggest you ask ASAP.**

* All other assignments will have assignment specific handouts, grading criteria sheets and will be discussed in class.

**WARNING:** **Intentional plagiarism** will result in your failing this course at the very least. Methods of avoiding **unintentional plagiarism** and using appropriate documentation will be discussed as a part of the class.

### Policies:

* As per our discussion/debate, the following is a list of the primary policies governing this class.

- **Attendance:** Three unexcused absences will be allowed without penalty. After that, **one full letter grade will be deducted for every additional absence. I still expect you to attend class every day. We all have a responsibility to each other to attend. Additionally, attendance during the debates and workshop sessions is MANDATORY and you will be severely penalized for missing these days.** Furthermore, I assure you that if you miss a number of days this quarter it will seriously affect your ability to pass this class, regardless of your writing ability or anything else. Also, be aware that it will be your responsibility to find out what you missed from me or one of your classmates, and the more frequently you come to me the less inclined I will be to help you with this problem. As incentive, an Extra Credit bonus of a full letter grade increase over your final grade will be given for those with perfect attendance during the quarter. As discussed, absences accompanied by a one page typed, proofread, and reasonably argued explanation turned in upon returning to class (or before) will be excused. Explanations will be required for each day missed, and limitations to the number of absences excused will be considered on a case by case basis. NOTE: Again, you cannot pass the class solely on any type of extra credit. ALSO NOTE: Do not forget to sign the attendance sheet passed around at the beginning of class (which means if you are a bit late, within 0-5 minutes, you need to sign the sheet after class). Finally, if a problem develops which is more or less class wide, the instructor will revisit this policy and implement something much more restrictive.

- **Tardiness:** If you are more than 5 min. late you will be counted absent. I encourage you to still attend class, but please make every attempt to minimize disruption. Refer to the Attendance Policy for excused tardiness.

- **Late Papers:** Papers must be complete and turned in by you at the beginning of class (unless other arrangements have been made previously). One late paper will be accepted this quarter with a one letter grade deduction per class session late. NOTE: The final papers will not be accepted late unless warranted by extreme circumstances, and when every attempt has been made to contact the instructor ahead of time.

- **Paper Revision:** One revision will be accepted with the better of the two grades being given. **They must be turned in within one week of being returned to you, and must include the original draft and criteria sheet.** Final papers cannot be revised.

- **Class/Group Participation:** Participation is an essential component of this class and expected, but your instructor is aware that different people participate in different ways. Therefore, there is no specific policy, or method of evaluation, but if it appears that anyone is consistently not participating in some way or other it will be dealt with individually, similar to attendance problems.

* NOTE: The instructor reserves the right to reconvene our discussion/debate on any or all of these policies if necessary.

### My Expectations:

1. You will consider yourself a writer and a thinker.
2. You will consider yourself a part of a community of writers and thinkers.
3. You will be responsible for what you get out of this class (including, but not limited to, your final grade).
4. You will do your best work.
5. You will do well (assuming #4), and leave better prepared for the rest of your college career and life in general.
6. You will meet the English Department writing program expectations (see attachment).

### ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact the instructor or the Office of Disability Support Services at (509) 963-2171 for additional disability-related educational accommodations.

WELCOME TO THE COURSE! I look forward to spending the next several weeks working with you. If you have any questions, concerns, comments, etc., please don’t hesitate to stop by my office, or e-mail.
DAY 1 - Wednesday, 9/25: ASSIGNMENTS: 1.) Read ch. 1, and (optional) 2,3, and 6 in Meeting of Minds (M of M). 2.) Consider class policies for discussion Friday. DISCUSSION: 1.) Review of English 101 concepts/outcomes. 2.) Overview of English 102.

DAY 2 - Friday, 9/27: DISCUSSION: Class policies.

DAY 3 - Monday, 9/30: ASSIGNMENTS: 1.) Re-examine syllabus. 2.) Begin Journals. 3.) Read (for Friday) M of M ch. 4 & 8. 4.) Read “Classical [Argument] Arrangement” Essentials p. 228; or Harbrace p. 184,185. DISCUSSION: Review syllabus

DAY 4 - Wednesday, 10/2: ASSIGNMENTS: 1.) Academic Reading #1 (due 10/9). DISCUSSION: 1.) Additional syllabus questions? 2.) Academic Reading assignments 3.) Using library resources. 4.) Analyzing a “Rhetorical Situation”

DAY 5 - Friday, 10/4: ASSIGNMENTS: 1.) Read handout on “Rhetorical Fallacies” 2.) Begin general research and free writing on debate question. DISCUSSION: 1.) Review debate criteria, and group critique criteria. 2.) Choose two “stasis” questions for debates. 3.) Form debate teams, and exchange contact information.

DAY 6 - Monday, 10/7: ASSIGNMENTS: 1.) Meet with team to determine roles, and 2.) develop outline and tentative thesis. DISCUSSION: 1.) Debates and “Academic Conversation” 2.) “Classical Argument” arrangement and debate structure; function of individual roles.


DAY 8 - Friday, 10/11: DISCUSSION: Review intro. / background, thesis, key points, ideas for rebuttal. Groups A and C first half of class; Groups B and D second half of class.

DAY 9 - Monday, 10/14: Groups A and C only. DUE: Journals (2 pgs.). ASSIGNMENTS: Academic Reading #2 (due 10/30). DISCUSSION: 1.) Academic Reading #1. 2.) Peer review guidelines. 3.) Peer review group A and C detailed outlines.

Wednesday, 10/16: NO CLASS - FACULTY DEVELOPMENT/STUDY DAY.

DAY 10 - Friday, 10/18: Groups B and D only. DUE: Journals (2 pgs.). ASSIGNMENTS: Academic Reading #2 (due 10/30). DISCUSSION: 1.) Academic Reading #1. 2.) Peer review guidelines. 3.) Peer review group B and D detailed outlines.

DAY 11 - Monday, 10/21: DISCUSSION: Debate protocol, schedule of events, questions and concerns.

DAY 12 - Wednesday, 10/23: DEBATE #1, Group A vs. Group B.

DAY 13 - Friday, 10/25: DEBATE #2, Group C vs. Group D.


DAY 15 - Wednesday, 10/30: DUE: Academic Reading #2. DISCUSSION: Review of M of M 4 and 8 and “Rhetorical Fallacies.”

DAY 16 - Friday, 11/1: IN CLASS ESSAY. Don’t forget your “blue book” and writing utensils! You will lose one full grade off of your final grade for this assignment if you have to reschedule your exam.


DAY 19 - Friday, 11/8: DISCUSSION: 1.) Review In Class Essay. 2.) Researched Evaluation “workshops” - procedure, schedule and sign-up.

Monday, 11/11: NO CLASS - VETERANS DAY HOLIDAY

DAY 21 - Friday, 11/15: DUE: Workshop group #1 bring copies of typed paper (you should have 1-2 pages including a working thesis) for the entire class--including instructor and yourself. ASSIGNMENTS: Read group #1’s papers and be prepared to comment on them for the next class meeting. DISCUSSION: Review of citation techniques, strategies, and avoiding plagiarism.

DAY 22 - Monday, 11/18: DUE: 1.) Journals (3 new pgs. * final submission *). 2.) Workshop group #2 bring copies of typed paper (you should have 2-3 pages) for the entire class--including the instructor and yourself. 3.) Annotated papers for Group #1. ASSIGNMENTS: Read group #2’s papers and be prepared to comment on them for the next class meeting. DISCUSSION: Workshop group #1.

DAY 23 - Wednesday, 11/20: DUE: 1.) Workshop group #3 bring copies of typed paper (you should have 3-4 pages) for the entire class--including the instructor and yourself. 2.) Annotated papers for Group #2. ASSIGNMENTS: Read group #3’s papers and be prepared to comment on them for the next class meeting. DISCUSSION: 1.) Review Academic Reading #3 2.) Questions/Concerns 3.) Workshop group #2.

DAY 24 - Friday, 11/22: DUE: 1.) Workshop group #4 bring copies of typed paper (you should have 4-5 pages) for the entire class--including the instructor and yourself. 2.) Annotated papers for Group #3. ASSIGNMENTS: Read group #4’s papers and be prepared to comment on them for the next class meeting. DISCUSSION: 1.) Questions/Concerns 2.) Workshop group #3.

DAY 25 - Monday, 11/25: DUE: 1.) Workshop group #5 bring copies of typed paper (you should have 5+ pages) for the entire class--including the instructor and yourself. 2.) Annotated papers for Group #4. ASSIGNMENTS: Read group #5’s papers and be prepared to comment on them for the next class meeting (12/2). DISCUSSION: 1.) Questions/Concerns 2.) Workshop group #4.

Wednesday 11/27 & Friday 11/29: NO CLASS - THANKSGIVING BREAK.

DAY 26 - Monday, 12/2: ASSIGNMENTS: Prepare near final draft of paper (including citations and works cited if possible) for peer review sessions Wednesday 12/4. DISCUSSION: 1.) Questions/Concerns 2.) Workshop group #5.

DAY 27 - Wednesday, 12/4: ASSIGNMENTS: 1.) Researched Evaluation paper due Friday, 12/6. 2.) Self Evaluation paper due finals week (can be submitted earlier if you would like.) DISCUSSION: 1.) What to turn in Friday. 2.) Review Self Evaluation paper criteria 3.) Peer review near final drafts of Researched Evaluation paper.

Thursday, 12/5: ADDITIONAL OFFICE HOURS - 10 am to 1 pm or by appointment.

DAY 28 - Friday, 12/6: DUE: Researched Evaluation Paper. DISCUSSION: 1.) Questions / Concerns about Self Evaluation paper. 2.) Final comments. CONGRATULATIONS! YOU MADE IT!

Monday 12/9 to Thursday 12/12: FINALS WEEK.

- DUE: Self Evaluation paper.
- Actual dates for individual classes to be determined.
In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. The Program comprises two writing courses with supporting tutorial services. 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.

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 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 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.
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 logical progression in 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
• development relevant to the purpose
• logical organization
• an appropriate tone
• well-crafted sentences
• consistent use of conventions for standard academic English
• accurate in-text citation and end-of-text documentation of sources.