College Composition II: English 102
Winter 2014

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Hours: MWF 10:00-10:50

Introductory thoughts
Welcome to English 102, a course that explores methods of persuasive communication, particularly in writing. This quarter, we will address the theme of climate change in order to critically examine issues, develop solutions, defend a position, and persuade a reluctant audience.

Required Texts
Coursepack from Custom Publishing

Attendance and Participation
Community learning depends upon active participation. For strong participation, come to class positive, prepared, and on time: bring all necessary materials; turn off all electronics, and be absent no more than three times. After five absences, the next writing assignment might not be accepted. Privileges such as the 4 pm grace period, the late day, revisions, bonus points, and draft reviews by me are offered only to students with strong and positive attendance and participation. If you are absent, it is your responsibility to connect with a classmate to cover what you missed. Although it helps to let me know if you’ll be absent and I’m happy to respond to specific questions, I might not reply to the “What did I miss?” e-mails, so contact a classmate for notes and handouts.

In addition to your in-class participation, part of your participation score will also include your work outside of class, particularly in your writing process. If your drafts barely pass the “obvious draft” requirement, your participation score will be impacted, but if they indicate strong development in the writing process, your participation score should likewise be strong.

Extended Papers
Three extended papers form the core of this course (an Evaluation, Position and Proposal). Type and double-spaced each paper, using MLA documentation. Each extended paper must be submitted two ways: (a) by Safe Assignment through Blackboard and (b) by hard copy, including the final paper, works cited page, an obvious draft, workshop materials, and rubric. Your first submission establishes your submission date and time. To keep your submission date, you need to submit your paper the second way by the next day of class, or it may be marked late. Since I grade papers in the order both submissions have been received, submit yours both ways quickly. A paper won’t be graded until both submissions have been made.

Extended papers are so critical to the English 102 Outcomes that failure to submit one of the three papers will automatically result in a final course grade of “C” or less and failure to submit two of them will result in failure of the course.
Grading System

Students often ask why a “B” paper has been marked “down.” “B” papers are not marked “down,” but “up.” Refer to the system to the right.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Travels the extra 2 miles</td>
</tr>
<tr>
<td>B</td>
<td>Travels an extra mile</td>
</tr>
<tr>
<td>C</td>
<td>Arrives at the destination</td>
</tr>
<tr>
<td>D</td>
<td>Only travels part way</td>
</tr>
<tr>
<td>F</td>
<td>Much distance remains</td>
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</tbody>
</table>

"Obvious Draft" Definition
An "obvious" draft shows more than just editing of the grammar or additional paragraphs, but clear "re-vision" of what you have learned, based on your research and thinking process. This includes different examples, better quotes to emphasize a point, a more intriguing introduction, a revised conclusion to give more food for thought, reorganization of ideas based on purpose or audience, or a modified point, and so forth. Demonstrate that you have thought about your topic thoroughly and, therefore, have engaged in a genuine mind-developing process of research and writing.

Draft request penalty
Attach an obvious draft to each paper you submit. Without one, your paper won’t be graded, and if it has to be requested, you’ll receive a ten-point penalty. If the draft is produced quickly and without complaint, the penalty will be cut in half.

Common questions about the draft policy
What if you are already a good writer (and think you can write an “A” paper in a single draft)? No matter how talented you are as a writer, the only way you can improve your writing is by diligently refining it and closely considering ways to make it shine.

But what if you do all your revision on the computer?
Print a draft after each time you are on the computer.

Late papers
Assignments are due by the start of the class period. If you are finalizing your paper moments before class, I'd prefer you to come to class on time than finish during class. Therefore, as long as you come to class on time and submit your paper by 4 pm on the due date, I'll waive the late penalty. You have one class day (i.e. two calendar days) after the deadline to submit a paper for a late penalty of 10 points. No papers are accepted after that.

Early papers
Are you well organized? Bravo! You can receive a 4-point bonus for an early paper if
- you have had good attendance and participation
- your paper includes all materials and meets minimum page and source requirements
- your draft more than barely passes the “obvious draft” policy
- your paper receives at least a B (83%+) to demonstrate your hard work
  (Unique to this quarter is also a double-bonus opportunity for 8 points on President's Day.)

Extra early bonus
If you submit all of your papers early, your final grade should be automatically raised by at least 1/3 of a grade. If not, and you've qualified for the bonus, I'll bump your grade myself.
Peer workshops and conferences
Prior to every due date, you and a partner will share your drafts at a peer workshop and respond to “workshop questions.” You’ll then answer the same questions for your own paper to provide reflection and training for careful revision. To be considered present, you must have your draft and respond helpfully to your partner. If you’d like me to review your draft with you during the workshop, bring a second copy to my office or to LL 423 by 10:15 am. (If you miss the 10:15 deadline, you can bring a second copy to class with the hope that I’ll have time to review yours too, but I cannot promise that I will. If you bring only the copy for your partner, I would not have time to review yours after the others, but feel free to schedule a meeting during my office hour on the following class day.)

Revisions
Since this course provides plenty of feedback from me and your peers, don’t wait until you receive a grade you consider unsatisfactory before requesting a chance to revise. Work hard on your drafts and get plenty of feedback on them instead. Revisions for up to 5 additional points are granted only to students who have included strong drafts, met all page and source requirements, made a sincere effort to follow the assignment instructions, and have had good attendance and participation.

Plagiarism and academic dishonesty
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero, with no revision opportunities. Always cite your sources. To avoid unintended plagiarism, refer to the Attributions Tips. For academic dishonesty, refer to the university definition and explanation at the student conduct code link here: http://www.cwu.edu/student-success/student-rights-and-responsibilities.

Students with Disabilities
As noted by the university, “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.”

Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment/task</th>
<th># of pages</th>
<th>Points</th>
<th>Activities (estimated points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>4</td>
<td>80</td>
<td>Homework &amp; activities (estimated) 65</td>
</tr>
<tr>
<td>Position</td>
<td>5-6</td>
<td>100</td>
<td>Final test                      40</td>
</tr>
<tr>
<td>Proposal</td>
<td>4-5 + cover</td>
<td>90</td>
<td>Participation                   25</td>
</tr>
<tr>
<td>Total Extended Papers</td>
<td></td>
<td>270</td>
<td>Total Activities                125</td>
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</table>

GRAND TOTAL 400 100%
The University Writing Program (2008)
Central Washington University
Department of English

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.
English 102 Outcomes
Composition II: Reasoning and Research

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.
Assignment due dates
{Subject to change}

Date due  Assignment
Wed 1/8  CP: Syllabus, outcomes, calendar, and Evaluation assignment
          WA: Chapter 1

Fri 1/10  CP: Evaluation Tips
          WA: Chapter 13, pp. 224-230

Mon 1/13  CP: King’s “Letter from Birmingham Jail”
          WA: Ch. 3, pp. 46-47

Wed 1/15  WA: Ch. 6
          Print all of the articles for our readings and skim Masters’ “2011’s Billion-
          dollar disasters” for its overall message.
          {Go to “Course Sources” in “Syllabus, etc.” to click directly to the links.}

Fri 1/17  CP: Sample Evaluation

Mon 1/20  No class

Wed 1/22  Evaluation draft due

Fri 1/24  WA: Ch. 10
          {Bonus day for Evaluation}

Mon 1/27  Evaluation due
          Your Presentation materials

Wed 1/29  Toulmin power point, on-line
          {Development day: “virtual” class}
          {Late day for Evaluation; submit to SafeAssignment}

Fri 1/31  WA: Ch. 4

Mon 2/3   WA: Appendix 2, pp. 277-294
          Toulmin due

Wed 2/5   WA: Ch. 5
          Masters, “2011’s Billion-dollar Disasters”

Fri 2/7    CP: Student Position samples
          WA: Chapter related to organization?
          Pearce, “Climate Change: Menace or Myth?” {from the CWU databases}

Mon 2/10  CP: Faris, “We’re the Far Country”
          Documentation homework due

Wed 2/12  WA: Appendix 1
          Brune, “Generation Cool”
Assignments, cont.

Date due Assignment

Fri 2/14 **Position draft due**

Mon 2/17 **President's day: no class**  
*Double-bonus option: Position to SafeAssignment by noon*

Wed 2/19 **Logical fallacies due**  
*(Regular bonus day for Position paper)*

Fri 2/21 **Position due**

Mon 2/24 Dolesh, “Can we talk now?”  
*(Late day for Position)*

Wed 2/26 CP: Proposal sample  
WA: Ch. 14

Fri 2/28 Proposal plan, **on-line**  
*("virtual" class)*

Mon 3/3 CP: Cover letter assignment and sample cover letter

Wed 3/5 Continue developing Proposal

Fri 3/7 **Proposal draft due**

Mon 3/10 *(Bonus day for Proposal)*

Wed 3/12 **Proposal due**

Fri 3/14 Final Test, part 1  
**Cover letter due**  
*(Late day for Position)*

T 3/14, 12pm **Final test, part 2 due**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<th>Topic</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/6</td>
<td>Course overview</td>
<td>1/8</td>
<td>Syllabus</td>
<td>1/10</td>
<td>Rhetorical Triangle</td>
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<td></td>
<td>Rhetorical concepts</td>
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<td>Assign Evaluation</td>
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<tr>
<td>1/13</td>
<td>Ethos, Pathos &amp; Logos</td>
<td>1/15</td>
<td>Evaluation Tips</td>
<td>1/17</td>
<td>Video reviews</td>
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<td></td>
<td>Discuss King</td>
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<td>Visual Persuasion</td>
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<td>Select Presentation groups</td>
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<td>Printed articles due</td>
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<td>1/20</td>
<td>Martin Luther King Day</td>
<td>1/22</td>
<td>Evaluation Workshop</td>
<td>1/24</td>
<td>Position Papers</td>
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<td>Bring your draft</td>
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<td>Bonus day</td>
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<td>1/27</td>
<td>Plan Presentations</td>
<td>1/29</td>
<td>Toulmin, part 1: On-line</td>
<td>1/31</td>
<td>Toulmin, part 2</td>
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<td></td>
<td>Evaluation due</td>
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<td>Development day: see BB</td>
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<td>Assign Toulmin worksheet</td>
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<td>Late day (to SafeAssign)</td>
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<td>2/3</td>
<td>Library day</td>
<td>2/5</td>
<td>Presentation: Evidence</td>
<td>2/7</td>
<td>Presentation: Organization</td>
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<td></td>
<td>Toulmin due</td>
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<td>Discuss/Assign Doc Activity</td>
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<td>Discuss student samples</td>
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<td>Discuss Masters</td>
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<td>Discuss Pearce</td>
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<td>2/10</td>
<td>Presentation: Introductions</td>
<td>2/12</td>
<td>Presentation: Conclusions</td>
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<td>Position Workshop</td>
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<td>Discuss Faris</td>
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<td>Discuss/Assign Log fallacies</td>
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<td>Bring your draft</td>
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<td>Doc Activity due</td>
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<td>Discuss Brune</td>
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<td>2/17</td>
<td>President’s Day</td>
<td>2/19</td>
<td>Engaging your Reader</td>
<td>2/21</td>
<td>Assign Proposal</td>
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<td>Double-bonus to SafeAssign</td>
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<td>Logical Fallacies due</td>
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<td>Position due</td>
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<td>Bonus day</td>
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<td>2/24</td>
<td>Presentation: Proposals</td>
<td>2/26</td>
<td>Readings Quiz &amp; wrap-up</td>
<td>2/28</td>
<td>Proposal Plan</td>
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<td>Discuss Dolesh</td>
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<td>Proposal worksheet</td>
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<td>3/3</td>
<td>Cover letters &amp; student sample</td>
<td>3/5</td>
<td>Toulmin review</td>
<td>3/7</td>
<td>Proposal Workshop</td>
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Tues 3/18, 12:00: Final Part 2 due