
Course Objectives: In English 102, you will research and write about controversial issues regarding race, gender, class and/or religion using external sources that you summarize, analyze, evaluate, and synthesize. As you support your ideas with evidence and critical thinking, you will document and cite sources according to standard MLA format. You will gather sources for these projects from the CWU Brooks Library, its on-line databases, and other relevant web sites, reliable experts, and reliable media. Since passing English 101 is a pre-requisite for 102, basic grammar and usage skills are assumed; however, our class time will focus on these skills if it becomes necessary.

Course Focus: Each quarter I choose an over-arching research topic about which all of you will research and write. For each paper it is up to you to discover at least one thing within that overall topic that interests you. To that end, this quarter's research in 102 will examine questions about issues of social justice. Even though all students in class may not have a driving interest in issues related to social justice, encouraging and educating students in “Good Citizenship” remains one of the most important of the General Education goals at CWU.

We will list and discuss relevant issues about human rights and responsibilities as a class, and then you will choose and research subtopics.
that interest you within this larger topic. Ultimately, the fine-tuned choice of paper topics will be unique to you, so work to make your research and discourse interesting and relative to your life. In this class, you are in charge of your own motivation, focus and energy.

**Online Classes:** We will use the Canvas system for this class. Within it, I will use the discussion boards, assignments, conferencing, modules, and the grade book. I tend not to give quizzes in an English class. If this is your first online class, please let me know. I do not want to make assumptions about the technical expertise of online students.

People take an online class for several reasons; geography is among the top reasons at Central Washington University. Time management, however, is chief among reasons for failure in such a class. It is difficult to remain immersed in a virtual classroom when the rest of your life is a click away. I often gather the wisdom of my past students so that they, rather than I, can give advice to current ones. A chorus of voices of Composition students advises you to do all of the readings ahead of time, and do your homework. Here is what they also say: a) Posting to the discussion boards is highly important and underrated, and b) Reading the directions is fundamental.

**Expectations:** I am making a few assumptions about your expected performance in this course. I assume:

- You have successfully written essays before
- That you can successfully use MLA (Modern Language Association) format and will avoid plagiarism
- Your grammar, syntax and language use is under control and appropriate for a college-level class
- That you know how to use Canvas, Microsoft Word, Powerpoint and that you have access to films online or through a library
- That you can type well enough to be in this class
- That you will be respectful to your fellow students and to me, but that you are mature enough to assert your own opinion (followed up with *evidence*)

Technical note: There are two acceptable document types for paper submissions. One is the .doc (or .docx) and the other is .rtf. Do not use
In a reasoning and research class, one of the goals is to learn how to argue. To that end, let me set the tone. You are allowed to feel, think, and believe anything and everything you want to. However, you may not state your thoughts, beliefs or feelings as absolute fact without evidence. Likewise, nobody gets to personally attack anyone else in the classroom. The idea behind academic discourse and argument is for everyone to share what they know and for that constructed knowledge to be (metaphorically) dumped on the table. As each person leaves, they take what they like with them. We are not trying to “win” in academic argument; we are trying to share and to listen.

Caveat Emptor (Let the buyer beware): As each person in this class is over the age of 18, I will tell you this: There will be cuss words in the things we read and uncomfortable situations regarding class, race, gender and religion. You will be uncomfortable sometimes as I ask you to read and discuss these materials. Such is life, and we must learn our own minds and how to reason using research rather than relying on what we think might be true.

Grades: Final grades will be determined by the following:

<table>
<thead>
<tr>
<th>Project</th>
<th>Points</th>
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<tbody>
<tr>
<td>Rhetorical Analysis Project</td>
<td>200</td>
</tr>
<tr>
<td>(50 for rough draft, 150 for final draft)</td>
<td></td>
</tr>
<tr>
<td>Definition Project</td>
<td>200</td>
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<tr>
<td>(50 for rough draft, 150 for final draft)</td>
<td></td>
</tr>
<tr>
<td>Analysis Project</td>
<td>200</td>
</tr>
<tr>
<td>(50 for rough draft, 150 for final draft)</td>
<td></td>
</tr>
<tr>
<td>Discussion postings and Homework</td>
<td>200</td>
</tr>
<tr>
<td>(includes quality, not just quantity)</td>
<td></td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>(essay)</td>
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<tr>
<td>Total</td>
<td>1000</td>
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General Grading Criteria:
Every essay submitted must have the following features:

- a clear purpose and focus that fulfills all of the assignment requirements;
- a tone appropriate for the assignment (formal and academic unless otherwise noted);
- an organization that is focused and unified, complete with transitions and topic sentences to provide cohesion;
- Coherent development that is consistently relevant to the purpose of the essay;
- concise, clear, strong, and effective sentences;
- consistently correct grammar, punctuation, spelling, and mechanics; and
- accurate documentation of any sources used.

Plagiarism: Plagiarism, which is the use of another’s direct words or ideas without giving credit to the source, is not acceptable. There are a few reasons for plagiarizing, including ignorance, laziness and desperation. The most common is ignorance and not knowing that a source must be cited. However, you have been taught how to avoid plagiarism in English 101 (or have tested into this class with that assumption of knowledge). If you plagiarize and I catch you, you fail the course and I will probably charge you formally with academic dishonesty. If you make every effort, such as using the resources I provide and asking for help, you won’t have anything to worry about.

Writing Center: The Writing Center has many locations and can help you from afar to avoid plagiarism and to address areas of concern. They can help good writers improve and can help you get a better grade in my class. Students who use the Writing Center get an average of an entire letter grade better than those who do not. Furthermore, the Writing Center often deals with my students and my assignments- another advantage to using them. Visit them here: http://www.cwu.edu/learning-commons/university-writing-center
**Procedures:** Generally speaking, here is what we will do: The homework and discussion board assignments are geared to help you be successful in writing your essays. I will post essay assignments, and we will discuss artifacts related to that assignment. We will post our rough drafts for discussion in the discussion board. While it is sometimes uncomfortable to share our work with “strangers”, most students say they would rather run it by someone in the class before turning it in, in order to maximize their chances for a good grade.

Why not ask your friend/spouse/mom/Aunt Zelda for input? Because a) they care about you and will say it’s good even if it’s not and b) they are not doing the same exact assignment with the same exact teacher that you are. Your classmates are both required to assist you AND they are in the trenches beside you. Consider them your battle buddies.

Good luck, students. I have every confidence that we will make this a wonderful quarter!
Tentative Course Calendar:

(Tentative means that we can modify this calendar, if it suits our needs)
Note: Do not let assignments wait; much of what we do is in dialog, not monologue.

**Week 1** Introductions, Syllabus and Update Profiles

**Week 2** Homework and discussions for Rhetorical Analysis due by 5 p.m. on Friday, January 17th.

**Week 3** First part of rhetorical analysis due by 5 p.m., on Wednesday, January 22nd. Rough draft of Rhetorical Analysis Project due to Assignment board by 5 p.m. on Friday, January 24th.

**Week 4** Peer Reviews due by 5 p.m. on Wednesday, January 29th. Final Draft due by 5 p.m. Friday, January 31st. Begin Definition Project.

**Week 5** Definition homework due by Wednesday, February 5th. Discussion board postings due by 5 p.m. on Friday, February 7th.

**Week 6** Rough Draft Definition Project due to Assignment Board by 5 p.m. on Friday, February 14th.

**Week 7** Peer Reviews for Definition Project due by 5 p.m. on Wednesday, February 19th. Final Draft of Definition Project due by 5 p.m. on Friday, Debruary 21st. Begin Analysis Project.

**Week 8** Analysis Project topics due by 5 p.m. on Friday February 28th. Homework due by the 28th as well.
**Week 9** Rough draft of Analysis Project due to the discussion board by 5 p.m. on Friday, March 7th.

**Week 10** Peer Reviews due by Wednesday, March 12th. Final draft of Analysis Project due by 5 p.m. on Friday, March 14th.

**Final Essay Exam due by 5 p.m. on Wednesday, March 19th**