

English Composition II, Winter Quarter 2015
Instructor: Patricia Garrison
Office: L&L 423
Office hours: 1:00 - 1:50 p.m. M-W-F & by appointment

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Required Texts: **Writing With Sources** (custom course pack); **Allyn & Bacon Guide to Writing**; **Little English Handbook**

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. The Program's faculty recognizes 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:

- Pre-write to inquire, reflect, focus, generate, and clarify content;
- Revise to provide economy, clarity, unity, and balance;
- Edit their own work and that of others;
- Write polished prose that is purposeful, clear, and effective;
- Understand and use criteria to self-assess their own writing;
- Work responsibly in writing groups;
- Engage critically and constructively in the exchange of ideas during class discussion, group activities, and conferences;
- Demonstrate academic integrity in all written projects. **NB: plagiarism on any assignment will result in a failing grade for this class.**

In English 102, student writers will learn to:

- Perceive and relate various perspectives on a question at issue and formulate generalizations about those relations;
- Identify assumptions and criteria to use in judging the writing of others;
- Analyze and synthesize multiple sources—identify varying perspectives and logical relations among the sources, and responding to a question at issue;
- Use citation and documentation effectively;
- Identify the logical progression of arguments;
- Describe the interrelationship between style and meaning in the writing of others and adjust style to enhance meaning in one's own writing;
- Take, develop, and support a position on a question at issue AND/OR critique source material

Each essay submitted for grading should have these features:

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| • A clear and refined purpose; | Grade Scale: | |
| • Development relevant to the purpose; | 4.00 to 3.83 = A | 2.18 to 1.86 = C |
| • Logical organization; | 3.82 to 3.51 = A- | 1.85 to 1.53 = C- |
| • An appropriate tone; | 3.50 to 3.18 = B+ | 1.52 to 1.20 = D+ |
| • Well-crafted sentences; | 3.17 to 2.85 = B | 1.19 to 0.87 = D |
| • Consistent use of conventions for standard academic English; | 2.84 to 2.52 = B- | 0.86 to 0.70 = D- |
| • Accurate in-text citation and end-of-text documentation of sources. | 2.51 to 2.19 = C+ | 0.69 to 0.00 = F |

Distribution of Grades:

- **Participation** — (10%) includes attendance, homework assignments, online exercises and all writing exercises
- **6 Quizzes** — 15% (**NB: quizzes will only be given on quiz days and cannot be made up**; your lowest quiz score will be dropped)
- **Position Paper (1)** — 35% **NB: If you get less than a B- on Paper (1), you may revise it.** I will average the grades of the original and the revision, provided that you hand in both with Paper (2)
- **Position Paper (2)** — 40%

Class Rules:

- **Come to class.** Your attendance is important. There are NO “excused” absences. You may have four “free” absences, no questions asked. If you accumulate more than four absences, I will be increasingly reluctant to see you for conferences or to write comments on your papers. There is no way to make up missed class work. My policy on being late to class is: better late than never.
- **See Me for Conferences.** I will gladly look at rough drafts. I do not require you to come in, but you'll learn more and write better if you do. **NB: make appointments early, and plan on keeping them:** If you break one, I'll be increasingly reluctant to reschedule you.
- **Do the Reading.** You will be quizzed directly on most of what you read. But your reading comprehension will also be reflected in how well you understand assignments and in the quality of the research you do. Lectures, discussions and workshops can supplement your reading. They cannot replace it.
- **Use MLA format.** Hand in each paper in a **manila file folder**. **Do not use plastic binders; please keep copies.** Please include:
 - at least one messy rough draft;
 - Photocopies and/or printouts of any source material that is not in our textbook.
- **Hand in Work on Time.** Plan for emergencies.
 - I will accept **one late paper per quarter** – up to one week late – but **ONLY** if you've made arrangements with me **before** the paper is due.
 - Papers are due at the **beginning** of class on the days indicated on your Course Calendar.
- **Ask for Help:** Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options, including accommodations, to removing barriers in the course. DS is located in Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

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<i>Monday</i>		<i>Wednesday</i>		<i>Friday</i>	
		1/6 Class meeting cancelled		1/9 Introduction to class	
1/12 Details: specificity and variety (ABG 108-122 and 148-51)		1/14 Quiz (1) (ABG 581-616)		1/16 Details, cont. Paper (1) and what to do if you don't know what to write about.	
<i>1/19 Martin Luther King Holiday</i>		1/21 Quiz (2) (ABG 249-264 and 275-284)		1/23 Modes of Argumentation (ABG 218-235)	
1/26 Quiz (3)		1/28 Seeing detail patterns in sources: how to outline and summarize (ABG 304-322)		1/30 Analyzing Sources (ABG 337-348) Synthesizing sources (ABG 417-429)	
2/2 How to write Introductions		2/4 Quiz (4)		2/6 How to write Conclusions (ABG 372-393)	
2/9 Quiz (5)		2/11 Documenting Sources I: in-text citations (ABG 617-658) PAPER (1) DUE		2/13 Documenting Sources II: the Works Cited page MLA Exercise	
<i>2/16 Presidents Day</i>		2/18 Quiz (6) (all late papers due) Module One Exercises Due		2/20 Contextualizing sentence style	
2/23 Conventions of standard academic prose		2/25 Effective sentence patterns		2/27 How style influences meaning	
3/2 Word order, Diction & Tone of voice		3/4 Stylistic variety & Shared assumptions		3/6 Identifying assumptions implicit in stylistic choices	
3/9 Manuscripting Workshop		3/11 Manuscripting Workshop		3/13 Final day of class PAPER (2) DUE Module Five Exercises Due	
3/16 MONDAY		3/17 TUESDAY		3/18 WEDNESDAY Final Exam: 12:00 to 2:00 (for those who have not turned in Modules 1 & 5)	
				3/19 THURSDAY (all late papers due)	