English Composition II
Course Syllabus

Instructor: Arlo Fleming
Email: fleminar@cwu.edu
Office Location: Black 225-28
Office Phone: 963-1539
Office Hours: Monday, Wednesday, and Friday at 10:00 to 10:50 or by appointment
Academic & Research Commons (ARC): Brooks Library, first floor.

Required Textbook:

Required Coursepack: Fleming’s ENG 102. Available at Wildcat Shop.

Purchase a mini stapler. Bring textbook, coursepack, and stapler to every class meeting.

Course Description: This course will help you continue to develop the critical reading and academic writing skills emphasized in English 101. Through individual and group assignments involving reading, writing, and discussion, you will examine materials representing various viewpoints on current issues. In the process, you will practice critical thinking skills as you evaluate, synthesize, and argue. The final assignment for the course is a research paper in which you will take a position on a topic of interest to you and support your thesis with documented evidence from several sources.

Assignments:
- Reading assignments: You will be required to complete various exercises and papers based on the readings in the coursepack.

Specific guidelines for writing each of the following papers are included in the coursepack and will be explained in class:

<table>
<thead>
<tr>
<th>Paper</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Rhetorical Analysis</td>
<td>1 ½ pages</td>
<td>4/15</td>
</tr>
<tr>
<td>2) Critique</td>
<td>2 ½ pages</td>
<td>5/1</td>
</tr>
<tr>
<td>3) Synthesis</td>
<td>2 ½ pages</td>
<td>5/10</td>
</tr>
<tr>
<td>4) Argument</td>
<td>2 pages</td>
<td>5/20</td>
</tr>
<tr>
<td>5) Research</td>
<td>5 pages</td>
<td>6/4</td>
</tr>
</tbody>
</table>

- Late assignments will not be accepted unless arrangements have been made in advance of the due date and then only for unusual circumstances.
- Papers may not be revised and resubmitted for a higher grade. If you have questions about an assignment, be sure to seek answers in class, or meet with me during office hours, well ahead of the due date for the paper.

I love being a writer. What I hate is the paperwork.
Peter De Vries
The format for all graded assignments (unless specified otherwise) is as follows: typed, 12-point font (Times New Roman), double-spaced, one-inch margins, white paper, stapled, a header with page numbers at the top right corner of the page (your last name and page number), a heading at the top left of the first page (your name, instructor, course, and date the assignment is due). The heading should look like the example below.

**Heading example:**

Sarah Green

Fleming

English 102, Section 8

27 January 2013

![Grade Icon]

**Grading:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Quizzes</td>
<td>250</td>
<td>B+</td>
<td>800-829</td>
</tr>
<tr>
<td>Rhetorical Analysis</td>
<td>100</td>
<td>B-</td>
<td>800-829</td>
</tr>
<tr>
<td>Critique</td>
<td>150</td>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>Synthesis</td>
<td>150</td>
<td>C</td>
<td>730-769</td>
</tr>
<tr>
<td>Argument</td>
<td>100</td>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>Research</td>
<td>250</td>
<td>D+</td>
<td>670-699</td>
</tr>
</tbody>
</table>

**Total Points** 1000

600-629    D-    0.7

**Warning:**
If plagiarized material is discovered in your work, you may receive a failing grade for the assignment. Depending on the degree of the plagiarism, you may receive a failing grade for the course. Plagiarism is a violation of the Student Code of Conduct and may also be reported to Student Affairs.

**ADA Statement:** If you need disability-related educational accommodations, please meet with me and/or contact the Center for Disability Services at 509-963-2171 (Email: cds@cwu.edu).

**Common classroom courtesies:**

- Contributing to class and small group discussions is highly encouraged.
- Conversing with classmates when another student or the instructor is speaking is unacceptable.
- Communicating with a text-messaging device or by cell phone or listening to an iPod or other MP3 player during class time is not permitted. Pocket translators may be used.
Attendance Policy:

- Three absences will be allowed.

- For each absence beyond the third, your final grade may be dropped one step. For example, if you have been absent four times and have a B average, you may be assigned a B- for the course.

- You are expected to make up all assigned work. Arrange to get class notes and assignments from a classmate. *Your papers are still due on assigned days. If you will be absent, email the paper to fleminar@cwu.edu. If you email it, please also bring a hard copy of the paper with the appropriate grade sheet attached when you return to class.*

- Tardiness causes distraction. You should be in your seat at the time the class is scheduled to begin. If you arrive late, you may be counted absent.

Classmate Contact Information:

Name: ___________________________________________________

Phone: ___________________________________________________

Email: ___________________________________________________
Quarter Calendar

Week One

*Wednesday, March 27*
In class: Syllabus and introductions

Readings/assignments for next class: Read “What Are Opinions?” (pages 1-5) and “Should Cellphone Use by Drivers Be Illegal?” (pages 13-19) in coursepack, and be prepared to discuss and/or write about the assigned reading.

*Friday, March 29*
In class: Introduction to writing from readings

Readings/assignments for next class: Read pages 1-11 and 25-26 in WFR and “Disparaging Tweet about Gov. Sam Brownback Lands Kansas Teen in Principal’s Office” and “Emma Sullivan’s Potty-mouthed Tweet Has a Lesson for All of Us” (pages 20-23) in coursepack.

Week Two

*Monday, April 1*
In class: Reading critically

Readings/assignments for next class: Read pages 11-17 and 27 in WFR and “Where Have the Good Men Gone?” (pages 24-27) in coursepack. Either photocopy the article, or access it online, and print a copy. Mark (highlight and annotate) the article. The marked copy will be submitted for points. Review for reading quiz.

*Wednesday, April 3*
In class: Close reading of a text

Readings/assignments for next class: Review for reading quiz.

*Friday, April 5*
In class: Reading quiz and punctuation review

Readings/assignments for next class: Complete punctuation exercise (handout) and submit for points. Find several pairs of magazine advertisements for the same product (for example, two ads for two different brands of shampoo), and bring them to the next two classes.

*Read the fine print:* The quarter calendar is subject to change when necessary or appropriate; however, students will always be notified of any changes concerning graded assignments.
Week Three

**Monday, April 8**
In-class: Analyzing visuals, rhetorical strategies, and persuasive appeals
Readings/assignments for next class: Bring pairs of advertisements to the next class.

**Wednesday, April 10**
In-class: Analyzing advertisements
Readings/assignments for next class: In WFR, read pages 29-46, and skim pages 233-234 and 244-49. Look at Integrating Reference Material and the Quoting Sources Exercise on pages 116 to 118 of the coursepack. Begin rhetorical analysis paper (analyzing ads).

**Friday, April 12**
In class: Quoting and documenting material from sources
Readings/assignments for next class: Read pages 47-58, and do the Paraphrasing Sources Exercise on page 119 of the coursepack. The exercise will be submitted for points. Prepare rhetorical analysis paper for submission on Monday, April 15.

Week Four

**Monday, April 15**
In class: Paraphrasing material from sources
Readings/assignments for next class: Read pages 87-90 in WFR and “Weeds’ and Marijuana Chic” (pages 28-29) in coursepack. Be prepared to discuss and/or write about the article in class.

**Wednesday, April 17**
In class: Introduction to writing a critique
Readings/assignments for next class: Read “Love Is a Fallacy” and Common Rhetorical Fallacies (pages 99-111) in coursepack. Be prepared to identify common fallacies.

**Friday, April 19**
In class: Writing a critique—evaluating a writer’s logic
Week Five

Monday, April 22
In class: Writing a critique—summarizing, analyzing, and evaluating
Readings/assignments for next class: Work on critique.

Wednesday, April 24
In class: Peer review strategies
Readings/assignments for next class: Review for quiz. Prepare a draft of critique, and bring two typed copies to class on Friday, April 26.

Friday, April 26
In class: Writing a Critique—quiz
Readings/assignments for next class: To prepare for the workshop on Monday, April 29, fill out a critique peer review sheet (pages 129-132 of the coursepack) for two members of your peer review group.

Week Six

Monday, April 29
In class: Writing a Critique—workshop
Readings/assignments for next class: Revise and edit critique, and prepare final draft for submission on Wednesday, May 1. Read “Let Them Eat Dog” (page 40) in coursepack. (Scan other coursepack articles on topic).

Wednesday, May 1
In class: Introduction to writing a synthesis—analyzing the readings.
Readings/assignments for next class: Read pages 179-202 in WFR and continue reading coursepack articles for synthesis.

Friday, May 3
In class: Writing a synthesis—strategies and structure
Readings/assignments for next class: Begin writing synthesis.
Week Seven

**Monday, May 6**
In class: Writing a synthesis—thesis
Readings/assignments for next class: Prepare a typed draft of synthesis for workshop on Wednesday, May 8.

**Wednesday, May 8**
In class: Writing a synthesis—workshop; research paper topic proposal
Readings/assignments for next class: Revise and edit synthesis, and prepare a final draft for submission on Friday, May 10. Read the following articles on pages 69-76 in the coursepack, and be prepared for a quiz on the reading: “Forgive Student Debt, Fight the Recession,” “Students in Debt: ‘Can't Pay, Won't Pay, Don't Pay’,” and “Excerpts from the Occupy Student Debt Campaign Website.” Work on research paper topic proposal (page 143 in coursepack).

**Friday, May 10**
In class: Introduction to writing an argument
Readings/assignments for next class: In coursepack, read page 112 and articles assigned for your small group. Be prepared for group work on the reading. Complete research paper topic proposal (page 143) to submit for points on Monday, May 13.

Week Eight

**Monday, May 13**
In class: Writing an argument—strategies
Readings/assignments for next class: Read the assigned coursepack articles, and write a one-page position paper to present during class on Wednesday, May 15, and then to submit for points.

**Wednesday, May 15**
In class: Discussion—presenting a position
Readings/assignments for next class: Scan “Opinion: Debt Forgiveness Is Not the Answer for Students” and Opinion: Forgive Student Loan Debt” (pages 94-97) and read pages 113-114 (Structuring an Argument) in coursepack. Work on two-page argument paper.

**Friday, May 17**
In class: Writing an argument—structuring the paper
Readings/assignments for next class: Prepare final draft of two-page argument paper for submission on Monday, May 20.
Week Nine

*Monday, May 20*
In class: Writing a research paper—locating sources (Meet at CWU Library.)
Readings/assignments for next class: Complete working bibliography assignment on page 144 of coursepack to submit for points on Wednesday, May 22.

*Wednesday, May 22*
In class: Writing a research paper—strategies
Readings/assignments for next class: Work on research paper.

*Friday, May 24*
In class: Writing a research paper—review
Readings/assignments for next class: Work on research paper. Be prepared to share with the class something about your topic and findings (for points).

Week Ten

*Monday, May 27*
No Class

*Wednesday, May 29*
In class: Writing a research paper—share topics and findings
Readings/assignments for next class: Prepare draft of research paper for workshop or optional early submission on Friday, May 31.

*Friday, May 31*
In class: Writing a research paper—workshop

Your research paper is due on *Tuesday, June 4* by 2:00. Under no circumstances will late final papers be accepted. Final papers must be submitted in person and must have highlighted copies of sources and grade sheet attached (as discussed in class and in research paper assignment sheet).
In **English 102**, students will focus on the following University Writing Program 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.

**The Writing Program's faculty recognize that writing is a process and that writers depend on a community of readers. We thus expect you to participate in our 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.

**Each essay submitted for grading should have the following features:** a clear purpose, clear and correct sentences, an appropriate tone, development that is consistently relevant to the purpose, an organization that is appropriate for the purposes of the assignment, and accurate documentation of materials.