Meeting Times and Location: M, W, F 12:00-12:50; Black 202-1

Instructor: Travis (Tad) D. Smith  
e-mail: smithtra@cwu.edu; phone: 963-3302  
Office: L&L 418  
Office Hours: M, W, F 11-12; 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 focusing on techniques of argumentation, 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 Writer’s Harbrace Handbook; Harbrace Essentials; or another handbook of your choosing
- Coursepack
- Journal folder

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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<tbody>
<tr>
<td>Debate (“Classical Argument”)</td>
<td>30%</td>
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<tr>
<td>Researched Evaluation (5-7 pgs.)</td>
<td>30%</td>
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<tr>
<td>In Class Essay (argument)</td>
<td>10%</td>
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<tr>
<td>Academic Reading (3)</td>
<td>10% (3 pts. each)</td>
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<tr>
<td>Self Evaluation (1 pg.)</td>
<td>10% (graded pass/fail)</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Journal</td>
<td>5% (graded pass/fail)</td>
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* ALL PAGE COUNTS ARE MINIMUMS, AND DO NOT INCLUDE THE PAPER’S HEADING OR TITLE.
* A midterm grade estimate can be provided if requested -- NOTE: The “uncontested withdrawal” deadline is 2/14.
* ALL GRADED ASSIGNMENTS 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 (minimum), double spaced, written legibly (or typed), and normally sized with normal margins. 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 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. Please place all work in a folder with your name, course, and time on the front.

Academic Reading Assignments: These assignments will consist of three parts: 1.) finding a 8-20 page article (not including references) 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 the source
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.

My Expectations:
1. You will do the assigned work (roughly two hours for every hour in class = 9 hours per week).
2. You will ask questions when things are unclear and/or you need further explanation.
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. If you hope for an exceptional grade (A or B range) then your work should be exceptional (i.e., going beyond the minimum).

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.

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

Due Dates for Major Assignments:

<table>
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<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Debate</td>
<td>2/5 &amp; 2/7</td>
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<tr>
<td>In Class Essay</td>
<td>2/14</td>
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<tr>
<td>Researched Evaluation (5-7 pgs.)</td>
<td>Finals Day</td>
</tr>
<tr>
<td>Self Evaluation (1 pg)</td>
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Policies:
* As per our discussion/debate, the following is a list of the primary policies governing this class.

- **Attendance**: The maximum number of absences allowed this quarter will be 6. More than that will result in automatic failure of the course. This places a high level of responsibility on your shoulders, and I still expect you to attend and be prepared for 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. 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 5 points (between ½ and a full letter grade) will be given for those with perfect attendance during the quarter. Absences will only be excused if notice was given prior to the class missed, and I would like a one page (minimum) typed, proofread, explanation turned in upon returning. Explanations will be required for each occasion, and limitations to the number of absences excused will be considered on a case by case basis. Excused absences will generally be limited to those due to sickness. 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 10 minutes of our start time, 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 10 min. late you will be counted absent. I encourage you to still attend class, but please make every attempt to minimize disruption.

- **Late Papers**: Papers must be complete and turned in by you at the beginning of class (unless other arrangements have been made previously). Late papers will be accepted with a 10% grade deduction per class meeting the paper is late. Papers will not be accepted more than one week beyond the due date. 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**: Revisions will be accepted with the maximum grade capped at a “B”. 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, as mentioned, 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.

- **Intentional Plagiarism**: 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.

- **Self Evaluation (1 pg)**

- **Finals Day**

- **Debate**

- **In Class Essay**

- **Researched Evaluation (5-7 pgs.)**

- **Self Evaluation (1 pg)**

- **Plagiarism**

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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.
English 102 Schedule: Winter 2014

DAY 1 - Monday, 1/6: ASSIGNMENTS: 1.) Write 1 page in Journal on options for class policies, and 2.) be prepared for discussion Wednesday.  3.) Review Meeting of Minds (M of M) ch 1 & 2. DISCUSSION: 1.) Review of English 101 concepts/outcomes. 2.) Overview of English 102. 3.) Expectations.

DAY 2 - Wednesday, 1/8: DISCUSSION: Class policies.


DAY 4 - Monday, 1/13: DUE: QUIZ #1 - Syllabus and Section 1 of Coursepack (CP). ASSIGNMENTS: Academic Reading #1 (due 1/24) DISCUSSION: 1.) Additional syllabus questions? 2.) Academic Reading assignments 3.) Using library resources. 4.) “Academic” or “Scholarly” Journals (CP pg 7).

DAY 5 - 1/15, Wednesday: ASSIGNMENTS: 1.) Read CP pgs. 21-24 “Rhetorical Fallacies” 2.) Begin general research and idea development 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 - Friday, 1/17: DUE: QUIZ #2 - M of M 4, 6, & 8. ASSIGNMENTS: 1.) Determine team member roles and, and fill in sheet (due 1/22.) 2.) Begin developing group outline and tentative thesis. DISCUSSION: 1.) Debates and “Academic Conversation” 2.) “Classical (Argument) Arrangement,” debate structure, and function of individual roles.

Monday, 1/20: NO CLASS - MLK JR. HOLIDAY


DAY 8 - Friday, 1/24: DUE: Academic Reading #1. DISCUSSION: Review intro. / background, thesis, key points, concession, ideas for rebuttal. Groups A and C first half of class; Groups B and D second half of class.

DAY 9 - Monday, 1/27: Groups A and C only. DUE: 1.) Journals (3 pgs. minimum!). 2.) Detailed debate team outlines (typed). DISCUSSION: Peer review / discuss group A and C detailed outlines.

Wednesday, 1/29: NO CLASS - FACULTY DEVELOPMENT/STUDY DAY

DAY 10 - Friday, 1/31: Groups B and D only. DUE: 1.) Journals (3 pgs. minimum!). 2.) Detailed debate team outlines (typed). DISCUSSION: Peer review / discuss group B and D detailed outlines.

DAY 11 - Monday, 2/3: ASSIGNMENTS: Academic Reading #2 (due 2/12). DISCUSSION: 1.) Academic Reading #1. 2.) Debate protocol, schedule of events, questions and concerns.

DAY 12 - Wednesday, 2/5: DEBATE #1, Group A vs. Group B. Please bring a criteria sheet for your group with: a.) your group’s letter & position on question b.) each member’s name and role.

DAY 13 - Friday, 2/7: DEBATE #2, Group C vs. Group D. Please bring a criteria sheet for your group with: a.) your group’s letter & position on question b.) each member’s name and role.


DAY 16 - Friday, 2/14: DUE: 1.) Academic Reading #2.  2.) IN CLASS ESSAY.  Exam booklets will be provided, but remember to bring writing utensils!  It will cost you one full grade if you don’t have something to write with.

Monday, 2/17: NO CLASS - PRESIDENTS’ DAY


DAY 19 - Monday, 2/24: DUE: Journals (2 new pgs. - last one) DISCUSSION: 1.) Review Academic Reading #2  2.) Researched Evaluation “workshops” - purpose, procedure, schedule, questions.


DAY 21 - Friday, 2/28: DUE: Workshop group #1 bring copies of typed paper/outline (you should have 1-2 pages including a working thesis) for the entire class--including the instructor and yourself. ASSIGNMENTS: Read group #1’s papers and be prepared to comment on them for the next class meeting. DISCUSSION: Review of using academic sources, citation techniques, and avoiding plagiarism.

DAY 22 - Monday, 3/3: DUE: 1.) Academic Reading #3 (last one)  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, 3/5: 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, 3/7: 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, 3/10: 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. DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #4.

DAY 26 - Wednesday, 3/12: DUE: Annotated papers for Group #5. ASSIGNMENTS: Prepare near final draft of paper (including citations and works cited if possible) for peer review session Friday. DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #5.

Thursday, 3/13: ADDITIONAL OFFICE HOURS - 10 am to 2 pm or by appointment.


CONGRATULATIONS! YOU MADE IT!