Welcome to comp. 102. The Central Washington University English Department has identified the following outcomes necessary for students to pass English Composition 102.

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 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:

• 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 help 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;
1. **Rhetorical Analysis and editing skills.** These assignments will account for 10% of your grade. I will provide readings, instruction, and methodology from our text and other sources to help you become proficient with critical analysis necessary for a research paper.

2. **Participation.** Your attendance is important, and active participation during any group discussions and posting responses on “blackboard” is expected. Each week you will post a response to essays from our text on our class’s university Blackboard Discussion Board. One post is due by each Sunday night. If you post, you get 100% participation credit for that week. Total participation points will account for 10% of your grade.

3. **Definitional and Cause/Effect paper.** Understanding and developing a mastery of these concepts are integral to writing a competent policy/research paper. Thus, you will write a definitional and a cause/effect paper of 3-5 pages in length. Each paper will account for 15% of your grade. The text will provide sufficient information to assist your learning and the application of these analytical concepts.

4. **Tests.** I will give three quizzes over the course of this quarter. Each quiz is worth 5% and a one test is worth 10%. The quizzes and test are about concepts from chapters three, four, five, six, seven and ten in our text. We will use the textbook extensively, always bring it to class. Additionally, I will use short lectures in class to highlight and explain concepts from the text’s chapters and you will be responsible for that information. Taking notes will be useful. The tests will account for 25% of your grade.

5. **Policy/research paper.** The final project in 102 is a formal, MLA style research paper. The paper will account for 25% of your grade. It will be a minimum of 8 pages and will include an outline and an annotated bibliography. It will be a policy paper, as detailed in our text.

**Critical Thinking:** Part of a University education includes engaging in critical thinking. The word “critical” here is not making derogatory remarks about an idea or an author. Rather, the expanded meaning includes: understanding ideas, questioning their validity, searching for and documenting their source(s), and critically examining all of the sources of these ideas. Therefore, the text and current essays that I will provide include many informed opinions and claims about important and contemporary topics and you will practice how

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<td>1 Rhetorical Analysis…</td>
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<td>Participation…</td>
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<td>Definition paper…</td>
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<td>Test &amp; quizzes…</td>
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to critically examine them. Additionally, you will practice expressing your conclusions using the university “Blackboard” system by posting your comments weekly. That accounts for your participation grade.

**Classroom expectations:** Along with “critical thinking” is the “free exchange of ideas.” This philosophy is the foundation of the whole university system in Western Culture, and we will guard it fiercely and participate in it vigorously and gratefully. Therefore, we all may talk about any topic. We all may freely exchange our ideas and opinions about the topics at hand. If an idea or policy seems to promote racism, that does not allow us to neglect critical analysis of that idea by calling the person who expressed the idea a “racist.” That is not critical thinking, it is lazy at best and mean-spirited at worst. We will contend together for an atmosphere of the free exchange and analysis of ideas.

**Grading:**
I use evaluation charts, or rubrics, for grading each writing assignment. We will use them extensively in class during all writing assessment. This process will help you assess others’ writing along with your own. The evaluation charts you will use for peer review are the ones I will use for grading. Among the criteria are:

- Clear purpose and significance;
- Development and organization;
- Appropriate tone for the assignment’s purpose;
- Grammar and punctuation;
- Accurate documentation;

**Policies:**

- Late assignments will be lowered 5% per class day late. (A weekend is a day) If a dire circumstance (family tragedy, etc.) prevents you from completing any assignment, communication with me is a requirement. If a dire circumstance has prevented you from handing in an assignment on time, it’s your job to schedule a meeting with me or email me to explain why the assignment was not done and receive permission to alter the due date for the missed assignment.
- Final assignments are due in class on the due date, including your final research paper on the day and time of the final. Don’t email a final assignment. It must be a word processed, printed document, and you must submit it in class or to the English Department office staff and have it date stamped.
- All assignments will have an example paper to evaluate in class, one rough draft, and one final draft. All assignments will receive instructor comments prior to a final draft being due. Drafts will be submitted, hard copy, in class.
- No more than three absences are allowed unless we’ve negotiated an excused absence. For each absence beyond the third, your grade will be dropped one increment. So, if you have been absent one time beyond the permissible three and have earned a “B” grade, the grade will be adjusted to a “B-,” two absences beyond the permissible three drops a “B” grade to a “C+,” etc.
- The schedule of assignments is fairly complete, but I must reserve the right to modify it if I discern any special needs or emphases that must be addressed.
- Missed class work and handouts are your responsibility to ask about. I will put information on Blackboard pertaining to all assignments.


- Put cell phones on “manner mode” (vibrate, chirp, etc.) during class. If you have an emergency text or call, quietly get up and excuse yourself from class, and answer the cell in the hall. There is no penalty to anyone for this, but you should avoid disrupting class for personal issues. I don’t really expect covert game playing, “Facebooking,” etc. on your cell during class time, we are all adults.

- Plagiarized papers will receive an F for that assignment with no re-write possible.

- The University grading scale is as follows: 100%-93%... A (4.0), 92%-90%... A- (3.7), 89%-88%... B+ (3.3), 87%-83%... B (3.0), etc.

ADA Statement:

Students with disabilities that may impact on learning should contact the instructor immediately, or the office of Disability Support Services at (509) 963-2171, for additional disability-related educational accommodations.

- **Final Check:**

  Be sure to do the reading assignments and take notes on the lectures, doing well on the tests is impossible without it. Come prepared. This class is your job. Act like a professional, a person committed to excellence, and who takes responsibility for their action. If you don’t show up for work for your job, you get fired. If you don’t do your assignments, you’ll fail. Lastly, I am confident that this class will prove to be useful. I love instructing you, and this will be a good quarter.
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<th>Monday</th>
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| Jan. 6-10 | 1. Syllabus  
2. Lecture | 1. Rhetorical Analysis introduction  
2. Lec. #1 S.T.A.R. | 1. Lecture #2 Evidence  
2. Rhetorical analysis example |
| Jan. 13-17 | Lecture #3 Moving an audience  
2. Peer analysis rhetorical analysis | 1. Test lectures 1-3 | 1. Lect #4 Claims  
2. Rough draft Rhetorical analysis due |
| Jan. 20-24 | **MLK holiday**  
**No class** | 1. Rough draft back… Instr. comments | 1. Lecture #5 Fallacies  
2. Final draft Rhetorical analysis due Monday. |
| Jan. 27-31 | 1. Test on lectures #4 & #5.  
2. Rhetorical analysis due | **Instructional study day**  
**No classes** | 1. Introduction to Definitional arguments  
2. Rubric |
| Feb. 3-7 | 1. Group reviews  
Def. example  
2. CQ researcher intro.  
3. Paper assigned, rough draft due Fri. | 1. Introduction to cause and effect | 1. Rough draft due  
2. Cause and effect continued |
2. Cause effect assigned, rough draft due Wed. |
| Feb. 17-21 | **Presidents Day**  
**No class** | 1. Cause effect rough draft due  
2. Policy paper introduced | 1. CQ researcher revisited for policy paper topics |
| Feb. 24-28 | 1. Cause effect papers back… instr. comments  
2. Final draft due Fri. | 1. Policy paper guidelines… paraphrase, quotes, annotated bibliography | 1. Final cause effect paper due  
2. Policy paper introduction, topics, due on Monday |
| Mar. 3-7 | 1. Introduction due  
2. Entire paper strategy lecture. | 1. Introductions back Instr. comments | 1. Appointments made for final paper conferences  
2. Introductions finished |
| Mar. 10-14 | Conferences | Conferences | Conferences |
| Mar. | **Finals week** | Final paper due for Section 006 |
| 17-21 | section 001 8-10am | 8-10am |