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Textbooks and Materials
*ISUComm Foundation Courses Student Guide for English 150 and 250*, Iowa State University, Department of English, 2013 - 2014. (PDF ON CANVAS)  
1 flat folder with double pockets  
I flash drive on which to save your English 102 work

Objectives
The goals of English 102 are for you to develop skills in written, oral, visual, and electronic communication, as listed below. As a result, you should become not only a more perceptive consumer of information, but also a communicator better able to make effective decisions in your own academic life and work. A central concept in this course is stated in your *Envision* text: “To approach texts rhetorically means to ask questions about how the text conveys a persuasive message or argument, how the text addresses a specific audience, and how the writer operates within a specific context or rhetorical situation” (Alfano 3). In this course, you'll summarize, analyze, and evaluate various types of communication and then use those skills in four kinds of assignments: summaries, rhetorical analyses (both textual and visual), exploratory/persuasive texts, and documented research.

**Written**
- analyze professional writing to assess its purpose, audience, and rhetorical strategies  
- construct arguments that integrate logical, ethical, and emotional appeals  
- write source papers analyzing a rhetorical situation and identifying and accurately documenting appropriate source material  
- avoid distracting or confusing sentence-level errors  
- reflect systematically upon all of your communication processes, strengths, goals, and growth

**Oral**
- give an oral presentation, either individually or as part of a team, using effective invention, organization, language, and delivery strategies  
- be an effective team member in small groups as a contributor, listener, and presenter
**Visual**
- rhetorically analyze visual communication, such as an advertisement, film, etc.
- create a visual argument (i.e., advertisement, bookmark, poster, slide presentation)

**Electronic**
- rhetorically analyze electronic communication, such as emails or websites
- create an electronic composition (e.g., communication eportfolio)

**Assignments**

**Units and Grade Distribution**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Literacy Narrative</th>
<th>ungraded</th>
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</thead>
<tbody>
<tr>
<td>Unit 2:</td>
<td>Summarizing</td>
<td></td>
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<tr>
<td></td>
<td>Summary and Reflection (2)</td>
<td>10%</td>
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<tr>
<td>Unit 3:</td>
<td>Analyzing Rhetorical Arguments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textual Rhetorical Analysis and Reflection (3)</td>
<td>15%</td>
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<tr>
<td>Unit 4:</td>
<td>Analyzing Visual Arguments</td>
<td></td>
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<tr>
<td></td>
<td>Visual Rhetorical Analysis and Reflection (4)</td>
<td>15%</td>
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<tr>
<td></td>
<td>Oral Presentation of Visual Rhetorical Analysis and Reflection (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Unit 5:</td>
<td>Researching</td>
<td></td>
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<td></td>
<td>Documented Argument Essay and Reflection 5)</td>
<td>15%</td>
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<tr>
<td>Other</td>
<td>Portfolio with Revisions/Reflections (6)</td>
<td>15%</td>
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<tr>
<td></td>
<td>Shorter Assignments/Class Participation</td>
<td>10%</td>
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</tbody>
</table>

In addition to major assignments, there will be shorter assignments, which you should keep in a flat pocket folder. Shorter assignments serve different purposes: to plan or revise a major assignment, to practice strategies important to a major assignment, to examine issues relevant to a major assignment, or to explore visual communication. Therefore, failure to complete the smaller assignments on time may result in a failing grade for a major assignment. Shorter responses will not be evaluated if turned in late.

All work completed outside of class should be typed. Make sure you have a backup copy of all work before you turn it in to be graded. **Major essays will be penalized one letter grade (e.g., from B to C) for each class period they are late.**

**Academic Honesty**

Detecting plagiarism in English 102 is often fairly easy for an instructor who is familiar with your work, and once detected, it is mandatory that the Chair in English be notified and consulted about consequences. Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. Read thoroughly all of the material in your ISUComm Foundation Courses Student Guide, including the section regarding ethics and plagiarism in the academy. Understanding what constitutes plagiarism and academic dishonesty will help prevent you from committing these acts inadvertently and will strengthen your writing. If you have any questions about using work other than your own in your paper, see your instructor before you turn in an assignment.
End-of-Semester Portfolio

After you’ve completed the first 5 major individual assignments of the semester, you will be revisiting these products in order to compile a presentation portfolio worth 15% of your semester grade (See Unit 6 under Grading and Evaluation). This portfolio’s purpose is for you to present your communication work and your ability to reflect on and project ahead about this work.

In order to showcase your learning in this way, you will make selections from your previous work, revising one major piece of writing of your choosing (the “W” mode on which 102 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the remaining 3 modes (OVE—oral, visual, and electronic), and reflecting on these pieces in order to discuss changes you made to the originals and assess the new versions.

Specifically, the portfolio components are:

- Portfolio conference with your instructor (in which you lay out what pieces your portfolio will include and what sorts of issues you will discuss as you reflect on them—during Week 13)
- Portfolio (the first 3 parts will be due during Week 15; the last part—closing reflection—will be written in class during your university-scheduled final exam period)
  - Introduction to and closing reflection on the portfolio’s work 5%
  - Revision of a writing (W) and reflection 5%
  - OVE products and reflection 5%

At this point, it’s not important (or even possible) to know exactly what you’ll include in this final portfolio or what you’ll say about your chosen pieces, and since you can’t know this now, it is very important to save everything you do in 102, both in electronic and hard copy, so that you have a lot of material from which to draw when you begin to put your portfolio together.

Class Attendance and Participation

Classes are in a discussion/workshop format and depend on your active learning; therefore, regular attendance and productive, courteous participation with classmates and the instructor are important. Absences damage your grade in the class and create the probability that you’ll need to drop the course. Much of what we do in English 102 cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. To ensure that you stay on track with your attendance and submission of work, the following policies will be enforced in this section of English 102:

- Missing more than four classes (MWF) or three classes (TTH) will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.
  - Specifically, if your absences total five – eight (MWF) or four – five (TTH), your class grade is reduced two increments (a B+ becomes a C; a C becomes a D+). This happens for the range of 5 – 8 (MWF) or 4 – 5 (TTH) absences, not for each individual absence within the range. Even so, the impact on your grade is severe once you go over your allotted number (four on MWF or three on TTH).
  - After a total of nine (MWF) or six (TTH) absences, you must drop the course or you will receive an F.
- Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.
Please do not assume that exceptions will be made for you. If you are concerned about the number of times you anticipate missing, speak to your instructor immediately. If there is a medical condition, you must speak to the Disability Resources Office at the beginning of the semester (see page 4 of this document). If the time of day for the class is not convenient for you, you need to speak to your adviser; you may not routinely arrive late or leave early because of a schedule issue. If you are an athlete and your sport will cause you to miss more than the allowed number of time, you need to drop and take 102 in a semester when your sport and the class do not conflict.

- If you are more than 15 minutes late to class, you will be counted absent. If you are never able to arrive at class on time because of a preceding class or commitment, you must drop and find a section that fits in your schedule.
- Missing during group work or on the day of your oral presentation means taking an F for that activity, as it cannot be made up individually.
- When classes are cancelled for scheduled conferences, missing a scheduled individual or group conference counts as an absence.
- Your adviser will also be notified of attendance issues that threaten your ability to pass the class and you may receive a midterm low-grade report because of your attendance.
- Do not schedule travel that requires you to leave campus early for Spring Break or for summer break, as this could conflict with your class and/or your final exam. Your instructor cannot make individual arrangements for you.

Grading and Evaluation

In English 102, as in other university courses, the work required of you at the university will often be different in type and level of difficulty from what you did in high school. Expectations are also naturally higher since your work is now in a pool with that of others who are also pursuing a degree at this large university. It is assumed that students admitted to the university can perform satisfactorily most of the time; however, earning As and Bs at the university level requires strong, consistent effort. Your assignment sheets in English 102 include evaluation criteria and your instructor will provide feedback on your work. Be realistic in your expectations about grades; start assignments early and work steadily to avoid last-minute rushing.

A The qualities of a B assignment, plus imagination, originality, and engaging expression.

B Thorough analysis of the communication problem; a satisfactory solution to the problem, judgment and tact in the presentation of this solution; good organization and solid expression.

C Satisfactory analysis of the problem, clear organization, and competent style; nothing remarkably good or bad. A C means your work met the demands of the assignment in a minimally acceptable way.

D Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; inadequate treatment of the assignment.

F Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage.
Computer Ethics
Please check the Student Guide for information on the university's computer ethics policy. You are expected to use the university computers responsibly and to communicate courteously with others in your class—including the instructor—electronically. You are also expected to follow your instructor’s instructions on class days in the lab, using the computers for class-related activity only.

Diversity Affirmation
CWU does not discriminate on the basis of race, color, age, religion, national origin, sexual orientation, sex, marital status, or disability. An effective learning environment values and supports diversity. Respect the learning environment and learning needs of other students through appropriate behavior and civility.

Disability Accommodation
If you have a disability and require accommodations, you must contact your instructor early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services.
# Xavier Cavazos

**English 102, Fall 2014, Tentative Schedule [MWF]**

NOTE: The syllabus is subject to change and does not list all readings and shorter assignments. Readings are to be completed **before** the class period for which they are listed. Please bring to class the text or texts from which you have a reading for the day.

*Env = Envision: Writing and Researching Arguments; EW = Everyday Writer; ISUComm Foundation Courses PDF on Canvas*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic and Reading</th>
<th>In-Class Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/22-9/26</td>
<td><strong>Rhetorical Literacy event/Wall of Apology. Introduction to Course; pp. 1 – 44 Env.; Chapters 1-2 EW ISUComm Foundation Courses Student Guide, pp. 1 -12; 17 -20; 25 -30 PDF Canvas</strong></td>
<td>Discussion of class policies. Sign Course Policy Awareness sheet. In-Class Literacy event (WoA)(Assignment 1, Due Friday, ungraded) Choose one lecture to attend before November 5. Attend, and write a 2-paragraph summary and reaction to it. This is one of your daily participation grades. Respond to (WoA) writing. In-Class practice summarizing cartoons.</td>
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<td>2</td>
<td>9/29-10/3</td>
<td><strong>Discuss Reading from last week. Summary: p. 190 Env. Read Adler on Canvas. Read pp. 44-114 Env. Chapters 3-7 EW.</strong></td>
<td>In small groups, practice summarizing Adler’s “How to Mark a Book” Back-to-back with students Summary (Assignment 2) due at end of week.</td>
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<tr>
<td>3</td>
<td>10/6-10/10</td>
<td><strong>Discuss last weeks reading/ Begin Visual Rhetorical (3) Analysis with Oral Presentation (3) Review Chapters 1 and 2 in Env with emphasis on visual arguments; ; Chapter 9 EW, and pp. 147-150 EW. Review visual elements in ISUComm Foundation Courses Student Guide, pp. 51-55. Read Pp. 107 Env. Guidelines for peer response.</strong></td>
<td>Turn in Reflection on Summary. Practice rhetorical analysis of advertisements. Draft due Wednesday for peer review. Draft due Friday for peer review Discuss elements of successful oral presentations, using assigned readings for this week. Create a rubric in class containing important elements of the presentation. Discuss audience responsibilities and roles. What is a visual argument? How can a visual make an argument? Begin discussion of visual analysis. Look at samples in texts and online. Look at print and TV ads.</td>
</tr>
<tr>
<td>4</td>
<td>10/13-10/17</td>
<td><strong>MLA check. Read pp. 41-63 ISUComm Courses Student Guide. Introduce Prexi. Begin Prezi of choices made for your ad analysis and Prezi.</strong></td>
<td>Visual Rhetorical Analysis (3) due this Wednesday via Canvas-no class. *Don’t forget to attend one of the Lectures before November 5. Prezi sign-up for presentations. Presentations begin Friday-Monday</td>
</tr>
<tr>
<td>5</td>
<td>10/20-10/24</td>
<td><strong>Presentations and Begin Textual Rhetorical</strong></td>
<td>Three class members assigned to respond, orally and in writing, to each classmate’s presentation. The entire process will take 10</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Task</td>
<td>Details</td>
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<tr>
<td>6</td>
<td>10/27-10/31</td>
<td>Textual Rhetorical Analysis DUE FRIDAY</td>
<td>In-class activities and practice preparing students for visual analysis submission.</td>
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<tr>
<td>7</td>
<td>11/3-11/7</td>
<td>Beginning the Documented Essay (continued)</td>
<td>First class of week, submit thesis statement and informal outline for Documented Essay. <strong>Topic may not be changed after instructor approval of your thesis statement and outline.</strong> In lab, practice evaluating the credibility and usefulness of online sources. Submit three possible sources to instructor for your paper by email at end of week; include full and accurate MLA or APA bibliographic documentation for them and summarize them for your instructor. Specify the various stages in writing a documented essay and fill out a calendar or timetable in class (see page 151 EW). Attend Deb Marquart’s reading. Library skills (practice in lab).</td>
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<tr>
<td>9</td>
<td>11/17-11/21</td>
<td>Continue Documented Essay (Asgmt 5 DUE on the Friday 21st). Continue reading.</td>
<td>Specify the various stages in writing a documented essay and fill out a calendar or timetable in class (see page 151 EW). Read two-three essays on one topic (assigned by instructor) and practice finding the possible areas of common ground as well as the areas of sharpest disagreement. Determine why different groups may be inclined to one viewpoint over others on this topic. Library skills (practice in lab) Attend Language Matters With Bob Holman 11/19 TBA.</td>
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<tr>
<td>10</td>
<td>11/24-11/28</td>
<td>Assignment #6: Portfolio (Written, Oral, Visual, Review Chapter 7 Env and Review Chapters 14 – 18 EW)</td>
<td>Discussion of elements of portfolio. Discussion of revision vs. editing; of summarizing vs. analysis.</td>
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<tr>
<td>11</td>
<td>12/1-12/5</td>
<td>Portfolio continued.</td>
<td>Receive Assignment #5 back. Work on Portfolio with Revisions continued. <strong>#6 Portfolio DUE last class day of week.</strong> Discuss concluding piece to be written during final exam time next week. <strong>Student course evaluations completed last day of class this week.</strong></td>
</tr>
<tr>
<td>12</td>
<td>12/8-12/12</td>
<td>Finals week.</td>
<td>Concluding piece of #6 Portfolio DUE during final exam time designated by the university. <strong>No exceptions to attending our class section’s assigned final exam time.</strong></td>
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