<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24 Introduction to class</td>
<td>9/26 Details: specificity and variety (ABG 108-122 and 148-51)</td>
<td>10/3 Paper (1) and what to do if you don’t know what to write about.</td>
</tr>
<tr>
<td>9/29 Quiz (1) (ABG 581-616)</td>
<td>10/1 Details, cont.</td>
<td>10/6 Quiz (2) (ABG 249-264 and 275-284) 10/8 Modes of Argumentation Analyzing Sources (ABG 218-235) 10/10 Analyzing Sources, cont. Synthesizing sources</td>
</tr>
<tr>
<td>10/13 Quiz (3) (ABG 337-348)</td>
<td>10/15 Study Day</td>
<td>10/17 Seeing detail patterns in sources: how to outline and summarize (ABG 304-322)</td>
</tr>
<tr>
<td>10/20 Quiz (4) (ABG 417-429)</td>
<td>10/22 How to write Introductions</td>
<td>10/24 How to write Conclusions (ABG 372-393)</td>
</tr>
<tr>
<td>10/27 Quiz (5) (ABG 617-658) PAPER (1) DUE</td>
<td>10/29 Documenting Sources I: in-text citations</td>
<td>10/31 Documenting Sources II: the Works Cited page MLA Exercise</td>
</tr>
<tr>
<td>11/3 Quiz (6) (Late papers due) All Module One Exercises Due</td>
<td>11/5 Contextualizing sentence style</td>
<td>11/7 Conventions of standard academic prose</td>
</tr>
<tr>
<td>11/10 Effective sentence patterns</td>
<td>11/12 How style influences meaning</td>
<td>11/14 Word order</td>
</tr>
<tr>
<td>11/17 Diction &amp; Tone of voice</td>
<td>11/19 Stylistic variety</td>
<td>11/21 Shared assumptions</td>
</tr>
<tr>
<td>11/24 Identifying assumptions implicit in stylistic choices</td>
<td>11/26 Thanksgiving</td>
<td>11/28 Thanksgiving</td>
</tr>
<tr>
<td>12/1 Manuscripting Workshop</td>
<td>12/3 Manuscripting Workshop</td>
<td>12/5 Final day of class Manuscripting Workshop PAPER (2) &amp; REVISIONS DUE All Module Five Exercises Due</td>
</tr>
<tr>
<td>12/8 MONDAY Final Exam Week begins</td>
<td>12/9 TUESDAY Exam times to be announced</td>
<td>12/10 WEDNESDAY 12/11 THURSDAY Quarter ends (all late papers due)</td>
</tr>
</tbody>
</table>
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 a position on a question at issue by developing a focused assertion based on a shared assumption, present evidence in support of a line of reasoning, address divergent stances on the issue, and use a variety of appeals while avoiding rhetorical fallacies; AND/OR
- Critique 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.

**Distribution of Grades:**

- Participation — (10%) includes attendance, homework assignments, online exercises and all writing assignments
- 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:** Disability-related accommodations are available; please let me know if you need help, and/or contact ADA at 963-2171 for more information.