Meeting Times and Location: M, W, F 1:00-1:50; Black 152

Instructor: Travis (Tad) D. Smith     e-mail: smithtra@cwu.edu; phone: 963-3302  
Office: L&L 418     Office Hours: M, W, F 10-11; or by appointment

Course Description: This course will be a continuation of Eng 101’s introduction to “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 focussing on techniques of arguement, 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 Writers Harbrace Handbook; Harbrace Essentials; or another handbook of your choosing
Coursepack

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.

Debate (“Classical Argument”) 30 pts  
Researchers Evaluation (5-7 pgs.) 30 pts  
In Class Essay (argument) 10 pts  
Academic Reading (3) 15 pts (5 pts. each)  
Self Evaluation (1 pg.) 10 pts (graded pass/fail)  
Quizes 5 pts  
TOTAL 100 pts = 100%

Grade Scale:
93-100% = A  
90-92% = A-  
88-89% = B+  
83-87% = B  
80-82% = B-  
78-79% = C+  
73-77% = C  
70-72% = C-  
68-69% = D+  
63-67% = D  
60-62% = D-  
0-59% = F

* 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 11/14.
* ALL OF THE ABOVE ASSIGNMENTS (WITH THE EXCEPTION OF QUIZES) 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). Extra credit may also be offered for other activities presented by your instructor. Please note: 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.).

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 (either by browsing the stacks or searching the databases) (consult a Reference Librarian if you are having trouble) 2.) annotating the printed / photocopied article 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 previously unknown word. Documentation of the source is not required. These assignments will be generally be due within one week of being assigned. They will be worth 5 points each: full credit if everything is included; 3 pts if you are missing some major component of the assignment; 1 if you are missing more than one major component. If you have any questions about this assignment please ask ASAP.
* All other assignments will have assignment specific handouts, grading criteria sheets and will be discussed in class.

* WARNING: 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. Any form of academic dishonesty is subject to disciplinary action as described in Section Two: II of the CWU Student Judicial Code.

**Due Dates for Major Assignments:**

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<tr>
<th>Assignment</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Debate</td>
<td>10/22 &amp; 10/24</td>
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<tr>
<td>In Class Essay</td>
<td>10/31</td>
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<td>Research Evaluation</td>
<td>Finals Week</td>
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<tr>
<td>Self Evaluation</td>
<td>Finals Week</td>
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**Policies:**

* As per our discussion/debate, the following is a list of the primary policies governing this class.

- **Attendance:** To be “in attendance” means to be present (both physically and mentally) and prepared for class. The maximum number of absences allowed this quarter will be 6. More than that will result in automatic failure of the course. 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 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 a one page (minimum) typed, proofread explanation is turned in upon returning to class. 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).

- **Tardiness:** There will be no explicitly stated policy for tardiness in this class. However, as was discussed people arriving late is very distracting. So, be responsible and respectfully.

- **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% deduction only if turned in the subsequent class meeting. 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:** One revised paper will be accepted. **They must be turned in within one week before the last day of class, and must include the original draft and criteria sheet.** Final papers cannot be revised.

- **Use of Electronics:** Please keep all devices off and out of site during class. We discussed some exceptions, so if you have a specific academic need please discuss this with your instructor.

- **Food and Beverage:** Please don’t bring food/beverages that may be distracting to the class (noisy, smelly, prone to spills, etc.)

- **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.

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

**My Expectations:**

1. Do the assigned work to the best of your ability: 4 credit course = 12 hours per week (see “Academic Credit” in CWU catalog).
2. Ask questions when things are unclear and/or you need further explanation.
3. Be involved in the class as much as you can (if some opportunities make you uncomfortable, e.g. speaking in front of the class, I hope you will attempt to find other ways you can contribute--peer review sessions, small group work, etc.)
4. If you hope for an “excellent” grade (A or B range) then your work should be “excellent” (i.e., going beyond “marginal” or “satisfactory” - see “Grading Policies” in CWU Catalog).

* Assuming 1-4, I’m confident you will be successful in this course. If there is anything I can do to contribute to your success and/or you think these expectations are unreasonable please contact me as soon as possible.

**Disability Services:**

If you have a disability and require accommodations for this course, please speak with me privately as soon as possible so that your needs may be appropriately met. If you have not already done so, you will need to register with Disability Services (DS). DS is located in Boullion 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

WELCOME TO THE COURSE! I look forward to spending the next several weeks working with you. If at any time you have questions, concerns, comments, etc., please don’t hesitate to stop by my office, or e-mail.
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| DAY 1 Wednesday, 9/24 | • Introductions  
• English 102 overview  
• Expectations | • Optional - Ch 1&2 in Meeting of Minds (MoM)  
• E.C. (1 pt.) - write 1 pg. minimum on “classroom policies” you would like/not like to see in this class |                                |
| DAY 2 Friday, 9/26     | • Class policies                                                         |                                                                              | E.C paper on classroom policies |
| DAY 3 Monday, 9/29     | • Review Syllabus                                                        | • MoM ch 4,6,8  
• Coursepack (CP) pg 19 - “Classical [Argument] Arrangement”                 |                                |
| DAY 4 Wednesday, 10/1   | • Additional Syllabus questions/concerns  
• Academic Reading assignments  
• Using library resources  
• “Academic” or “scholarly” journals | • CP pg 7  
• Academic Reading #1 | QUIZ #1 - Syllabus & MLA Style paper format |
| DAY 5 Friday, 10/3     | • Review Debate criteria & Group Critique criteria  
• Choose 2 “stasis questions” for debate  
• Form teams and exchange contact info. | • CP pgs 19 & 21-24  
• Begin general research and idea development on debate question |                                |
| DAY 6 Monday, 10/6     | • Debates and the “Academic Conversation”  
• “Classical [Argument] Arrangement”, debate structure, individual roles  
• Select team’s debate day  
• Writing a “Work Plan” | • Determine individual roles and type up team roster  
• Create team Work Plan  
• Begin doing individual research and Outline development  
• Start formulating thesis | QUIZ #2 - MoM 4,6,8 |
| DAY 7 Wednesday, 10/8   | • General peer review guidelines - CP pg 9  
• Peer review Acad. Reading #1 | Draft - Acad. Reading #1 |                                |
| DAY 8 Friday, 10/10    | • Groups A and C first half of class; B and D second: Discuss thesis development, individual role development, and Work Plans | Draft - Work Plan (6 copies) |                                |
| DAY 9 Monday, 10/13    | • Groups A and C only: Peer review and discuss Group A and C outlines | Draft - Outlines (6 copies) |                                |
| Wednesday, 10/15      | NO CLASS - FACULTY DEVELOPMENT/STUDENT STUDY DAY |                                |                                |
| DAY 10 Friday, 10/17   | • Groups B and D only: Peer review and discuss Group B and D outlines | Draft - Outlines (6 copies) |                                |
| DAY 11 Monday, 10/20   | • Review Acad. Reading #1  
• Debate protocol, schedule of events, questions and concerns | Acad. Reading #2 | Work Plan |
| DAY 12 Wednesday, 10/22 | • DEBATE #1, Group A vs. Group B - Please bring a criteria sheet with your group letter, question, and member names and roles | Individual Outlines |                                |
| DAY 13 Friday, 10/24   | • DEBATE #2, Group C vs. Group D - Please bring a criteria sheet with your group letter, question, and member names and roles | Individual Outlines |                                |
DATE: DISCUSSION: ASSIGNMENTS: DUE:

DAY 14 Monday, 10/27 • In Class Essay: a.) criteria b.) question options (from debates) c.) prep strategies d.) questions/concerns • Review and develop questions for “Trivia Day” (10/29): Ch 4,6,8; Classical [Argument] Arrangement (CP 19); and Rhetorical Fallacies (CP 21-24)

DAY 15 Wednesday, 10/29 • “Trivia Day” - assigned reading review/In Class Essay prep • Prepare for In Class Essay (10/31) • Debate Group Critique

DAY 16 Friday, 10/31 • IN CLASS ESSAY - Exam booklets and extra scratch paper will be provided, but remember to bring writing utensils! • MofM ch 7 and 9 • Acad Reading #2

DAY 17 Monday, 11/3 • Review Debates and Critiques • Developing “academic” questions • Optional - Acad. Reading #3

DAY 18 Wednesday, 11/5 • Researched Evaluation Paper - a.) criteria b.) importance c.) proposals d.) timeline • Begin preliminary research and prewriting for Res. Eval. Paper (Proposals due 11/10)

DAY 19 Friday, 11/7 • Review Acad. Reading #2 • Documentation of research: notecards, double entry journal, annotated bibliography, etc. • Workshops (ws) and sign-up

DAY 20 Monday, 11/10 • Review In Class Essay • Proposal, paper questions/concerns • Review proposals for ws group #1 • Res. Eval. proposal

DAY 21 Wednesday, 11/12 • Using academic sources, citations techniques, and avoiding plagiarism • Read ws group #1’s papers, make notes, and be prepared for discussion • Drafts ws group #1 (1 pg)

DAY 22 Friday, 11/14 • Workshop Group #1 • Read ws group #2’s papers • Drafts ws group #2 (1-2 pgs) • Optional - Acad Reading #3

DAY 23 Monday, 11/17 • Review Acad Reading #3? • Workshop Group #2 • Read ws group #3’s papers • Drafts ws group #3 (2-3 pgs)

DAY 24 Wednesday, 11/19 • Workshop Group #3 • Read ws group #4’s papers • Drafts ws group #4 (3-4 pgs)

DAY 25 Friday, 11/21 • Workshop Group #4 • Read ws group #5’s papers • Drafts ws group #5 (4-5 pgs)

DAY 26 Monday, 11/24 • Workshop Group #5 • Questions/concerns before break? • Read ws group #6’s papers • Begin preparing near final draft for peer review 12/3 • Drafts ws group #6 (5+ pgs)

Wednesday, 11/26 & Friday, 11/28 NO CLASS - THANKSGIVING BREAK

DAY 27 Monday, 12/1 • Workshop Group #6 • Final questions/concerns? • Prepare near final draft for Wednesday, 12/3 peer review session (try to include Works Cited page and in text citations) • Any revised work or extra credit (see policy)

DAY 28 Wednesday, 12/3 • Self Evaluation paper • Peer review session - Res. Eval. paper

Thursday, 12/4 ADDITIONAL OFFICE HOURS: 10-2 OR BY APPOINTMENT

DAY 29 (last day) Friday, 12/5 • Portfolio Contents • Final Comments

FINALS WEEK Monday, 12/8 • Portfolios

CONGRATULATIONS! YOU MADE IT!
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.
English 102 Outcomes
Composition II: Reasoning and Research

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.