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*

<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>1/5-1/9</td>
<td><strong>Rhetorical Literacy event/Wall of Apology. Introduction to Course;</strong> pp. 1 – 44 Env; ISUComm. Chapters 1-2 EW Foundation Courses Student Guide, pp. 1 -12; 17 -20; 25 -30 PDF Canvas</td>
<td>Discussion of class policies. Sign Course Policy Awareness sheet. In-Class Literacy event (WoA)(<strong>Assignment 1, Due Friday</strong>, ungraded) Respond to (WoA) writing. In-Class practice summarizing cartoons.</td>
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<td>2</td>
<td>1/12-1/16</td>
<td><strong>Discuss Reading from last week.</strong> Summary: p. 190 Env. Read Adler on Canvas. Read pp. 44-114 Env. Chapters 3-7 EW.</td>
<td>In small groups, practice summarizing Adler’s “How to Mark a Book” In-Class practice summarizing cartoons. Back-to-back with students <strong>Summary (Assignment 2) due at end of week.</strong></td>
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<td>1/15</td>
<td>Instructor Poet Reading 5:30pm Museum Dean Hall. Optional.</td>
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<td>3</td>
<td>1/19-1/23</td>
<td><strong>Discuss last weeks reading/ Begin Visual Rhetorical (3) Analysis with Oral Presentation (3) Review</strong> 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.</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>
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<td>Mon. NO CLASS/ MLK DAY</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Events</td>
<td>Notes</td>
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<td>4</td>
<td>1/26-1/30</td>
<td>MLA check. Read pp. 41-63 <em>ISUComm Courses Student Guide</em>. Introduce Prezi. Begin Prezi of choices made for your ad analysis and Prezi.</td>
<td>Visual Rhetorical Analysis (3) due this Wednesday via Canvas-no class. Prezi sign-up for presentations. Presentations begin Friday-Monday</td>
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<td>1/27</td>
<td>Terry Martin Poetry Reading. 7pm Location TBA</td>
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<td>5</td>
<td>2/2-2/6</td>
<td><strong>Presentations and Begin Textual Rhetorical Analysis.</strong> Read chapter 12/14 EW</td>
<td>Three class members assigned to respond, orally and in writing, to each classmate’s presentation. The entire process will take 10 minutes for each (6 minutes to present and 4 for Response Team reactions). Turn in Reflection on Rhetorical Analysis.</td>
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<td>Review chapters 1-2 Env.</td>
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<td>6</td>
<td>2/9-2/13</td>
<td><strong>Textual Rhetorical Analysis DUE FRIDAY.</strong> (continued) Read Chapter 8 Env; review Chapter 9 EW</td>
<td>In-class activities and practice preparing students for visual analysis submission.</td>
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<td>7</td>
<td>2/16-2/20</td>
<td><strong>Beginning the Documented Argument Essay</strong> (continued). Read Chapters 4-7 Env, Chapters 15-19 EW</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) Library skills (practice in lab).</td>
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<td>NO CLASS</td>
<td>MON. PREZ DAY</td>
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<td>8</td>
<td>2/23-2/27</td>
<td><strong>Beginning the Documented Argument continued.</strong></td>
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<td>2/24</td>
<td>Lion Rock Reading 7pm</td>
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<td>Location TBA</td>
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<td></td>
<td>2/25</td>
<td>SLAM TBA Pick one</td>
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<td>9</td>
<td>3/2-3/6</td>
<td><strong>Continue Documented Essay (Asgmt 5 DUE on the Friday 13th). Continue reading.</strong></td>
<td>Specify the various stages in writing a documented essay and fill out a calendar or timetable in class (see page 151 EW)</td>
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<td>3/4 LHP</td>
<td><strong>Required!</strong></td>
<td>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.</td>
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<td>Location TBA</td>
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<tr>
<td>10</td>
<td>3/9-3/13</td>
<td><strong>Continue Documented Essay (Asgmt 5 DUE on the Friday 13th).</strong></td>
<td>Discussion of revision vs. editing; of summarizing vs. analysis.</td>
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<td>Review Chapter 7 Env and Review Chapters 14 – 18 EW</td>
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Xavier Cavazos  
English 102.018/Composition II: Reason/Research, Winter 2015, Tentative Schedule  
[ MWF ]  
Black 137 9-9:50am  

Instructor: Pedro (Xavier) Cavazos  
Office: 225-26 Black  
Office Hours: MWF 10-11am  
Email: cavazosp@cwu.edu  

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)

Course Outcomes:

In English 102, students focus on the following outcomes:

1. perceiving and relating various perspectives on a question at issue and formulating generalizations about those relations;

2. identifying assumptions and criteria to use in analyzing the writing of others;

3. analyzing and synthesizing multiple sources, identifying varying perspectives and logical relations among the
4. using citation and documentation effectively;  
5. identifying the logical progression of arguments;  
6. describing the interrelationship between style and meaning in the writing of others and adjusting style to enhance meaning in one’s own writing;  
7. 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  
8. critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features.

Assignments

Units and Grade Distribution

Week 1  Literacy Narrative (WoA)  ungraded  
Unit 2:  Summarizing  
Summary and Reflection (2)  10%  
Unit 3:  Analyzing Visual Arguments  
Visual Rhetorical Analysis and Reflection (4)  15%  
Oral Presentation of Visual Rhetorical Analysis and Reflection (4)  15%  
Unit 4:  Analyzing Rhetorical Arguments  
Textual Rhetorical Analysis and Reflection (3)  15%  
Unit 5:  Researching
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. It is very important to save everything you do in 102, both in electronic and hard copy.

**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: **CANVAS GIVES YOU 100%, each day you miss the percentage goes down.**

- **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.
English 102 Course Policy Awareness Form
Winter 2015

Initial each statement if you can respond “yes” to it

I have read and understand the course information and policies in both the Student Guide and my section’s course policy overview handout.

Specifically,

I understand class attendance and participation policies, including how absences and time missed during a class period (being late or leaving early) will affect my semester grade.

I understand that if my absences are too numerous, even with a reason for being gone, I may be advised to drop the course and take it during a semester that works better for me and my schedule.

I understand the late work policy, under which my work will be marked down one letter grade for each day it is late, and that after two class periods, the late work will not be accepted and an F will be recorded for it.

I understand my obligation to participate in group work and that my portion of group work cannot be made up separately.

I understand that I must meet for the final exam during the time designated for our class section by the university registrar.

I understand that the major assignments of the course must each earn credit in order to meet the basic standards of English 102 and make me eligible to earn a passing grade for the semester.

I understand that suspected instances of plagiarism and/or academic dishonesty will be referred to the Chair of English

Signature: ____________________________________________

Printed name: __________________________________________

Instructor’s name: _______________________________________

Date: __________________________________________________