Course Description
English 102 expands on the skills and techniques honed in English 101. In this course, students will use said skills and techniques as a foundation for further development of skills in identifying, analyzing, critiquing, synthesizing, and writing arguments.

Overarching Course Topic: Humankind and the Environment
The course readings, activities, and assignments for this course will all focus on problems and questions at issue that revolve around humankind’s relationship with the environment and the impact of that relationship on the environment and humankind.

Course Textbooks
It is important that you purchase (or otherwise have reliable access to) the appropriate textbooks for this course (see below). It is your responsibility to obtain the textbooks by the first day of class. Failure to have the textbooks by the first day of class will impact your ability to complete assignments in a timely manner, which will, in turn, impact your grade. Thus, if you are not able to obtain the textbooks by the time the class starts, it is also your responsibility to be proactive and to find an alternative method for using the textbooks for the assignments that are due in the interim.

NOTE: This text will be referred to as “A&B”
NOTE: This text will be referred to as “TSIS”


************** The instructor may provide supplemental readings as needed***************

Documentary
We will begin the course by viewing the 2014 documentary DamNation. The documentary is available on Netflix. If you don’t have a Netflix account, you can obtain the documentary by other means of your choice, or you can sign up for a fee trial with Netflix. NOTE: the free trial requires your
cancellation in a timely manner so as not to be charged.

**Learning Outcomes for English 102 ONLINE**

By the completion of this course, students should be able to do the following:

- Perceive and relate various perspectives on a question at issue and formulate generalizations about these relations.
- Identify assumptions and criteria to use in analyzing the writing of others.
- Analyze and synthesize multiple sources, identifying 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 your own writing.
- Take 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 also avoiding logical fallacies.
- AND/OR critique source material by accurately summarizing all materials used as well as identifying, analyzing, and appraising the assumptions, assertions, or textual features of the source material.

**Writing Process Expectations**

Members of the CWU Writing Program faculty recognize that writing is a process and that writers depend on a community of readers in order to develop and improve. We thus expect each student to participate in this course in the following ways:

- Prewriting to generate and clarify content
- Revising to provide economy, clarity, unity, and balance
- Editing your own work and the work of others
- Writing polished prose that is purposeful, clear, and effective
- Understanding and using criteria to self-assess your writing
- Working responsibly in writing groups
- Engaging critically and constructively in the exchange of ideas during all conversations and activities
- Demonstrating academic integrity in all written projects

**Overview of Course Design**

This course consists of a sequence of three units or modules, each includes a series of activities that culminate in a major writing assignment: Unit #1: Understanding Argument, Unit #2: Dialectic Thinking and Writing Dialectically, and Unit #3: Defining Problems and Proposing Solutions. Below, you will find a more detailed description of course activities (see Grading Details for information on point values for each major writing assignment and each type of activity).

**Course Activities**

- **Discussions:** Provide a forum for practicing concepts from the textbook by engaging with selected “texts” and each other.
• **Journals:** Provide you an opportunity to check in with the professor regarding progress on current and/or future assignments.

• **Peer Reviews:** Give you a chance to tell your peers how well the documents they have prepared meet criteria for submission. As readers, you are essentially “testing” the usability of each document required for the class. The writers then use your report to help them revise the work for final submission.

• **Debates:** Provide you an opportunity to enter dialectic conversation with your classmates on a question at issue related to selected texts

• **Quizzes:** used to assess your comprehension of assigned readings and/or grammar skills.

### Assignments and Activities

The instructor of this course believes grades are earned, not given. Each student’s final grade will be calculated according to the number of points he/she earns on the following assignments and activities:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Quantity</th>
<th>Points Each</th>
<th>Total Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument Critique</td>
<td>1</td>
<td>100</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Exploratory Essay</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Proposal Argument</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Essay Proposal</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td>Letter of Reflection</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Debates</td>
<td>3</td>
<td>20</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Discussions</td>
<td>8</td>
<td>15</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Journals</td>
<td>3</td>
<td>10</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>3</td>
<td>30</td>
<td>90</td>
<td>9%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>4</td>
<td>10</td>
<td>40</td>
<td>4%</td>
</tr>
<tr>
<td>Final Test</td>
<td>1</td>
<td>50</td>
<td>50</td>
<td>5%</td>
</tr>
</tbody>
</table>

**NOTE:** Please see descriptions of individual assignments/activities on Canvas for further information. Assignments and activities will be available in a manner timely for completion. Major assignments will be available from day one. Other activities and quizzes will typically be available at least a week in advance (or sooner), but there might be exceptions to that.

### General Submission Requirements

Each assignment submitted for grading should have these features or risk significant point reduction and/or failure:

• A clear and refined purpose

• Development relevant to that purpose

• Logical organization (at the sentence-, paragraph-, and whole-paper levels)

• An appropriate tone

• Well-crafted, grammatically correct sentences

• Consistent use of conventions for standard academic English

• Accurate in-text citation and end-of-text documentation of sources
Time Commitment
Since this is a 4-credit hour course, expected hours spent “in class” (in our case, online), or contract hours are 40 hours. Expected homework hours are two hours per contact hour, or 80 hours total. In other words, you should expect to spend an average of about 20 hours per week on your work for the class. The expectation, in turn, is that the quality of your work will reflect the time commitment of contract and homework hours.

<table>
<thead>
<tr>
<th>Type of Hour</th>
<th>Definition</th>
<th>Total Time Commitment per Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>Time spent in the classroom</td>
<td>40 hours</td>
</tr>
<tr>
<td>Homework</td>
<td>Time spent doing homework and studying</td>
<td>80 hours</td>
</tr>
</tbody>
</table>

Internet and Canvas Access
To succeed in this online course, must have reliable access to a computer and the Internet. You also need to be able to read Word documents (.doc or .docx) and PowerPoint slides and watch videos. QuickTime Player, which you can download for free, is a good program for opening/viewing videos. You will also be taking tests online.

Canvas is your classroom and your “gradebook,” and it is your responsibility to ensure that you have adequate access to Canvas and are well-versed on how it works. Should you be unfamiliar with how Canvas works, it is your responsibility to seek the support and training you need in order to meet the demands of this course and the online learning environment at large. It is also your responsibility to regularly read announcements posted on Canvas. Please also remember that Canvas is NOT a substitute for e-mail, and that all correspondence with your instructor should be done through Outlook e-mail (see below). Should you have an issue with Canvas, it is your responsibility to contact Canvas Support to resolve the issue. The Canvas site offers a number of ways to get help. Explore them by clicking on the red Help button at the top right of the page. There are user guides, a 24-hour live chat option (which is highly recommended), and a telephone number you can call for support.

Outlook E-mail
This course requires that you have, and maintain, access to Outlook e-mail for the purposes of corresponding with your instructor. It is your responsibility that you make certain you are able to use Outlook e-mail and that you maintain your passwords and access throughout the quarter. Should you have an issue with your e-mail, it is your responsibility to resolve the issue in a timely manner so as to be certain channels of communication with your instructor remain open. Unless otherwise specified, you will NEVER submit any work to your instructor via e-mail. When you e-mail your instructor, you can expect to receive a reply within 24-48 hours, though you will usually receive a reply right away, depending on the time the e-mail is sent. Your instructor expects the same professional courtesy from you. Regarding the content of your e-mails, please remember e-mails are considered a form of professional correspondence in this course—they are an extension of the work you do in the class—and should therefore be professional in content and form. No exceptions. E-mails that are not professional in content and form may not receive a reply. If you don’t receive a reply to an e-mail within 24-48 hours, please send a follow-up e-mail.
Netiquette

Below, you will find a list of some basic rules of Internet etiquette that you are expected to follow as a member of this learning community:

- Use common courtesy and good manners.
- Use proper grammar, sentence structure, and correct spelling.
- Adhere to the same standards as you would for written language.
- Remember who your audience is when posting to discussion boards, sending e-mails, or participating in a chat room discussion. You should behave as if you were sitting in a traditional classroom. Remember: the online classroom setting is more formal than in public forums or personal chat groups you may have used.
- Be clear and concise. Explain your ideas entirely but get quickly to the point.
- Using all capitals is the equivalent of SHOUTING and, in most contexts, is considered RUDE and might best be avoided.
- Avoid "flaming" or attacking someone for his or her point of view. Remember that many readers, including the instructor, will read your words.
- Read over what you are going to send at least once. Just as you would proofread a paper you submit, once you submit your work, discussion, or email, you cannot change what you have written.
- It is beyond unacceptable for you to present work or ideas of others as your own. Ensure there is no semblance of plagiarism in the work you submit. It is your responsibility to review citation guidelines and rules and to apply the knowledge accordingly. Any cases of academic dishonesty (including, but not limited to, colluding, copying, and plagiarism in all of its forms), will result in a failing grade for the assignment and may result in a failing grade for the class. Quizzes and tests are not collaborative, and you are not permitted to “recycle” old assignments or assignments you’re writing or have written for other courses.

Online Learning Commons

Tutors at the Online Learning Commons are here to support you at every stage of your learning process. Whether you are brainstorming ideas for research topics, learning how to proofread your paper, dealing with writer's block, navigating APA and MLA formatting issues, or thinking through a complex math problem with another student who has taken your course, the online tutoring center can help. In order to make sure that we have all the information we need to help you as much as possible, please fill out the Online Tutoring request form at bit.ly/OnlineTutoringAppt (Links to an external site) prior to participating in a session. With this information, we can create a summary of our discussion, which will be sent to you shortly after your visit.

Plagiarism

Also known as academic dishonesty, plagiarism in all of its forms will not be tolerated and will be dealt with according to the professor’s discretion within the guidelines set forth by the University. The assignments each student submits must be his/her own original work. Ensure there is no semblance of plagiarism in the work you submit. If you are unsure of how to properly cite source material, it is your responsibility to review citation guidelines and rules and to apply the knowledge accordingly. Quizzes and tests are not collaborative, and you are not permitted to “recycle” old assignments or assignments you’re writing or have written for other courses.
Violations may be reported: (http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027). The instructor for this course has a ZERO TOLERANCE policy when it comes to plagiarism. You must cite your sources. Your ideas and work must be your own. Readers must be able to distinguish between your ideas and/or words and those of others. **No exceptions.** This cannot be stressed enough.

**ADA Statement**
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 Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

**Diversity**
In my classroom, diversity is welcomed and celebrated. I will not tolerate any forms of prejudice or discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, contact the Diversity Education Center at X1685 or see the website at: www.cwu.edu/diversity.

**NOTE:** In addition to viewing the syllabus, you will also want to view additional descriptions of assignments and expectations provided in each module or elsewhere in Canvas. Please ask questions, as needed.