College Composition II: English 102  
Spring 2015

Karen Hull  
LL 406, x1658, hullk@cwu.edu  
Hours: M W F 11:00-11:50

Introductory thoughts  
Welcome to English 102, where we will explore methods of persuasive communication, particularly in writing. Following the theme of climate change, we’ll critically examine issues, develop logical arguments, and discover ways to persuade a reluctant reader. In addition to meeting the Department Outcomes, I also hope this course helps you rise into a voice of power for the sake of good.

Required Texts  
*Coursepack from Custom Publishing (*without it, you may be ineligible for some assignments)  

Attendance and Participation  
Community learning depends upon active participation. For strong participation, come to class positive, prepared, and on time; bring all necessary materials; turn off all electronics, and be absent no more than three times. Privileges such as the 4 pm grace period, the late day, revisions, bonus points, and draft reviews by me are offered only to students with strong and positive attendance and participation.

If you are absent, it is your responsibility to connect with a classmate to cover what you missed. While it helps to let me know if you’ll be absent and I’ll respond to specific questions, I might not reply to the “What did I miss?” e-mails, so contact a classmate for handout and notes. If you don’t have your Coursepack by the second week or you are absent for five or more classes, your next writing assignment might not be accepted, as the Course Outcomes still must be met. Seize your education early with positive and prepared participation; you’ll then be in a better position to catch up if it becomes necessary.

In addition to your in-class participation, part of your participation score will also include your work outside of class, particularly in your writing process. If your drafts barely pass the “obvious draft” requirement, your participation score will be impacted, but if they indicate strong development in the writing process, your participation score should likewise be strong.

Extended Papers  
You’ll write three extended papers in this course (Evaluation, Synthesis and Position). Double-space each paper, use MLA documentation, and submit them (1) on a Word doc through Canvas and (2) by hard copy, including the final paper, works cited page, an obvious draft, workshop materials, and rubric. Your first submission establishes your submission date and time. To keep your submission date, submit your paper the second way by the next day of class, or it may be marked late. Papers are graded in the order both submissions have been received, so submit yours both ways quickly. In order for your paper to graded, you must submit an “obvious draft” and final versions both in hard copy and through Canvas.
Extended papers are so critical to the English 102 Outcomes that failure to submit one of the three papers will automatically result in a final course grade of “C” or less and failure to submit two of them will result in failure of the course.

**Grading System**

Students often ask why a “B” paper has been marked “down.” “B” papers are *not* marked “down,” but “up.” Refer to the system to the right.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Travels the extra 2 miles</td>
</tr>
<tr>
<td>B</td>
<td>Travels an extra mile</td>
</tr>
<tr>
<td>C</td>
<td>Arrives at the destination</td>
</tr>
<tr>
<td>D</td>
<td>Only travels part way</td>
</tr>
<tr>
<td>F</td>
<td>Much distance remains</td>
</tr>
</tbody>
</table>

**“Obvious Draft” Definition**

An “obvious” draft shows more than just editing of the grammar or additional paragraphs, but clear “re-vision” of what you have learned, based on your research and thinking process. This includes different examples, better quotes to emphasize a point, a more intriguing introduction, a revised conclusion to give more food for thought, reorganization of ideas based on purpose or audience, or a modified point, and so forth. Demonstrate that you have thought about your topic thoroughly and, therefore, have engaged in a genuine mind-developing process of research and writing.

**Draft penalty**

No matter how talented you are as a writer, you can always improve your writing by diligently refining it and closely considering ways to make it shine. To demonstrate your processing, attach an obvious draft to each paper you submit. Therefore, if you do all of your revision on the computer, make sure to print a draft after each time you are on the computer. Your paper won’t be graded without an obvious draft, and the request for it will come with a ten-point penalty. If the draft is produced quickly, without complaint, and shows genuine revision, the penalty will be cut in half.

**Late papers**

Assignments are due by the start of the class period. If you are finalizing your paper moments before class, I’d prefer you to come to class on time than finish during class. Therefore, as long as you come to class on time and submit your paper by 4 pm on the due date, I’ll waive the late penalty. You have one class day (i.e. two calendar days) after the deadline to submit a paper for a late penalty of 10 points. No papers are accepted after that.

**Early papers**

Are you well organized? Bravol! You can receive a 5% bonus for an early paper if
- you’ve had good attendance and participation
- you’ve met minimum requirements for pages, sources, materials, and internal deadlines
- your draft more than barely passes the “obvious draft” policy
- your paper receives at least a B (83%+) to demonstrate your hard work
- Both submissions through Canvas and by hard copy are submitted on the early day

**Extra early bonus**

If you submit all of your papers early, your final grade should be automatically raised by at least 1/3 of a grade. If not, and you’ve qualified for the bonus, and you are less than 8 points from the next grade up, I’ll bump your grade myself.
Peer workshops and conferences
Prior to every due date, you and a partner will share your drafts at a peer workshop and respond to "workshop questions." You’ll then answer the same questions for your own paper to help you carefully revise. To be considered present, bring your draft and respond helpfully to your partner. I can review a few drafts, of those who meet all of these guidelines:
• Bring a copy to my office (LL 406) or the secretary's (LL 423) by 9 am;
• Come to the Workshop day with another draft for your partner;
• Meet with me in person (during the Workshop, after class, or during my office hour).
(If I can ask you questions about your plan and avoid writing contexts for comments.)
If you can’t meet the above requirements, but would like help, try one of these options:
• Bring two copies of your paper to the Workshop (i.e. one for your partner and one for me), and if there is time, I’ll skim it to make sure you are on track;
• Come to my office during my office hour on the next class day (usually bonus day);
• Visit the Writing Center in the Learning Commons on the first floor of the Library.

Revisions
Since this course provides plenty of feedback from me and your peers, don’t wait until you receive a grade you consider unsatisfactory before requesting a chance to revise. Work hard on your drafts and get plenty of feedback on them instead. Revisions up to 5% of the assignment total are granted only to students who have included strong drafts, met all page and source requirements, made a sincere effort to follow the assignment instructions, and have had good attendance and participation.

Plagiarism and academic dishonesty
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero, with no revision opportunities. Always cite your sources. To avoid unintended plagiarism, refer to the Attributions Tips. For academic dishonesty, refer to the university definition and explanation at the student conduct code link here:

Students with Disabilities
As noted by the Center for Disability Services, “Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Bouillon 140. Call (509) 963-1202 or email ds@cwu.edu for more information.”

Final Grade Breakdown

<table>
<thead>
<tr>
<th>Extended papers</th>
<th># of pages</th>
<th>Points</th>
<th>Activities (estimated points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation</td>
<td>4</td>
<td>80</td>
<td>Homework &amp; activities (estimated) 60</td>
</tr>
<tr>
<td>Synthesis</td>
<td>4</td>
<td>80</td>
<td>Final test                     40</td>
</tr>
<tr>
<td>Position</td>
<td>6</td>
<td>100</td>
<td>Participation                  30</td>
</tr>
<tr>
<td><strong>Total Extended Papers</strong></td>
<td><strong>260</strong></td>
<td></td>
<td><strong>Total Activities</strong> 130</td>
</tr>
</tbody>
</table>

**GRAND TOTAL** 390
The University Writing Program (2008)
Central Washington University
Department of English

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1</td>
<td>Intro Rhetorical definitions</td>
</tr>
<tr>
<td>4/3</td>
<td>Opening Context Syllabus</td>
</tr>
<tr>
<td>4/6</td>
<td>Assign Evaluation, Presentations &amp; Discussions</td>
</tr>
<tr>
<td>4/8</td>
<td>Rhetorical Triangle</td>
</tr>
<tr>
<td>4/10</td>
<td>Ethos, Pathos &amp; Logos</td>
</tr>
<tr>
<td>4/13</td>
<td>Visual Argumentation</td>
</tr>
<tr>
<td>4/15</td>
<td>Video Analysis</td>
</tr>
<tr>
<td>4/17</td>
<td>Introduce Synthesis Plan Presentations</td>
</tr>
<tr>
<td>4/20</td>
<td>Discuss King</td>
</tr>
<tr>
<td>4/22</td>
<td>Development Day No Class</td>
</tr>
<tr>
<td>4/24</td>
<td>Printed articles due</td>
</tr>
<tr>
<td>4/27</td>
<td>Evaluation Workshop Bring your draft</td>
</tr>
<tr>
<td>4/29</td>
<td>Discuss Syntheses, Thesis Statements &amp; Development Evaluation due</td>
</tr>
<tr>
<td>5/1</td>
<td>Discuss Sample Syntheses Intro Position Discuss Research Questions</td>
</tr>
<tr>
<td>5/4</td>
<td>Attribution &amp; Documentation Assign Doc HW</td>
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<tr>
<td>5/6</td>
<td>Synthesis Workshop Bring your draft</td>
</tr>
<tr>
<td>5/11</td>
<td>Discuss Masters Doc HW due / Bonus day</td>
</tr>
<tr>
<td>5/13</td>
<td>Toulmin, Part 2 Assign Toulmin HW (Late day)</td>
</tr>
<tr>
<td>5/15</td>
<td>Pres: Conclusions Discuss Folger Research Question due</td>
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<tr>
<td>5/18</td>
<td>Library Day Toulmin due</td>
</tr>
<tr>
<td>5/20</td>
<td>Logical Fallacies</td>
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<tr>
<td>5/22</td>
<td>Engaging Your Reader Review Position samples</td>
</tr>
<tr>
<td>5/25</td>
<td>Memorial Day No class</td>
</tr>
<tr>
<td>5/27</td>
<td>Review Fallacies Toulmin Review Logical Fallacies due</td>
</tr>
<tr>
<td>5/29</td>
<td>Position Workshop Bring your draft</td>
</tr>
<tr>
<td>6/1</td>
<td>Persuasive Techniques Bonus day</td>
</tr>
<tr>
<td>6/3</td>
<td>Final Test Review Position due</td>
</tr>
<tr>
<td>6/5</td>
<td>Final Test, Part 1</td>
</tr>
<tr>
<td>Tues 6/9</td>
<td>Final Test, Part 2 due Submit by 12 pm</td>
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Reading and Homework Assignments, Spring 2015

(Condensed version of course materials)

**Due Date** | **Assignment**
--- | ---
Fri 4/3 | CP 1: Syllabus & opening pages (CP 1-7)
WA: Chapter 1, pp. 2-11

Mon 4/6 | CP 1: Evaluation, Discussions, and Presentation assignments (CP 11-12 and 27-28)
WA: Ch. 13, pp. 224-230

Wed 4/8 | CP 1: Tips for Evaluations (CP 29)
WA: Ch. 3, pp. 44-47

Fri 4/10 | CP: King, "Letter from Birmingham Jail" (CP 115-121)

Mon 4/13 | CP 1: Evaluation Student Sample, "Let Me In!" (CP 37-40)
WA: Review Ch. 9, pp. 139-146

Wed 4/15 | CP: Second Evaluation Student Sample
CP 3: Review "Editing"

Fri 4/17 | CP 1: Synthesis assignment (CP 45)
Your Presentation materials
**Printed on-line articles due**
(Find links in “Course Sources” on Canvas)

Mon 4/20 | **Bring your Evaluation draft**

Wed 4/22 | **Development Day: No class**
CP 3: “Synthesizing” (CP 137-144)
Bonus day: for up to 3 points, submit to Canvas on Word doc by 4 pm;
for up to 5 points, submit both hardcopies to LL 423 and to Canvas by 4 pm

Fri 4/24 | **Evaluation due**
CP 1: Thesis Statements and Synthesis Tips (CP 15 & 47)
CP 3: Glenn, "Revising for Unified and Coherent Paragraphs" (CP 159-164)

Mon 4/27 | CP 2: Egan, "In a Dry Land" (CP 123-129)
Parker, "Treading Water" – from your printed articles
WA: Ch. 7, pp. 108-118
(Late day for Evaluation)

Wed 4/29 | CP: Faris, "We’re the Far Country"
Bourne, "New Orleans" – from your printed articles

Fri 5/1 | CP 1: Sample Syntheses and Position assignment (CP 55-65 and 67)
Reading and Homework Assignments, continued

Mon 5/4  CP 1: Attribution Tips & MLA Tips and Samples (CP 17-21)
          CP 3: MLA Documentation text supplements (CP 165-171)

Wed 5/6  Bring your Synthesis draft

Fri 5/8   Documentation Homework due (CP 23-25)
          Masters, "Billion-Dollar Disasters" – from your printed articles
          WA: Ch. 5, pp. 69-80
          (Bonus day for Synthesis for up to 4 points)

Mon 5/11  Synthesis due
          WA: Ch. 4, pp. 55-65

Wed 5/13  Brainstorm and investigate research questions
          (Late day for Synthesis)

Fri 5/15  Folger, "Rising Seas" – from your printed articles
          Research Question due

Mon 5/18  Toullmin due (CP 103-104)

Wed 5/20  WA: Appendix 1, pp. 272-276

Fri 5/22  CP 1: Position samples (CP 79-93)

Wed 5/27  Logical Fallacies due (CP 109-110)

Fri 5/29  Bring your Position draft

Mon 6/1   Begin your Persuasive Techniques handout (CP 111)
          (Bonus day for Position for up to 5 points)

Wed 6/3   Position due
          Prepare Study Guide

Fri 6/5   Study for Final Test
          (Late day for Position)

Tues 6/9  Final test Part 2 due 12 pm