Instructor: Pedro (Xavier) Cavazos  
Office Hours: Tuesday 9-10, Thursday 9-10am  
Office: 225-26 Black  
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)*  
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)

Assignments

Units and Grade Distribution

<table>
<thead>
<tr>
<th>Literacy Narrative</th>
<th>ungraded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Summarizing</td>
<td></td>
</tr>
<tr>
<td>Summary and Reflection (2)</td>
<td>10%</td>
</tr>
<tr>
<td>Unit 2: Analyzing Visual Arguments</td>
<td></td>
</tr>
<tr>
<td>Visual Rhetorical Analysis and Reflection (4)</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentation of Visual Rhetorical Analysis and Reflection (4)</td>
<td></td>
</tr>
<tr>
<td>Unit 3: Textual Rhetorical Analysis and Reflection (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Unit 4: Researching</td>
<td></td>
</tr>
<tr>
<td>Documented Argument Essay and Reflection 5)</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 5: Portfolio with Revisions/Reflections (6)</td>
<td>15%</td>
</tr>
<tr>
<td>Shorter Assignments/Class Participation</td>
<td></td>
</tr>
<tr>
<td>Class Participation in class and events</td>
<td>20%</td>
</tr>
</tbody>
</table>

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. If you have any questions about using work other than your own in your paper, see your instructor before you turn in an assignment.

End-of-Semester Portfolio
After you’ve completed the first 5 major individual assignments of the semester, you will be revisiting these products in order to compile a presentation portfolio worth 15% of your semester
grade (See Unit 6 under Grading and Evaluation). This portfolio’s purpose is for you to present your communication work and your ability to reflect on and project ahead about this work.

In order to showcase your learning in this way, you will make selections from your previous work, revising one major piece of writing of your choosing (the “W” mode on which 102 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the remaining 3 modes (OVE—oral, visual, and electronic), and reflecting on these pieces in order to discuss changes you made to the originals and assess the new versions.

Specifically, the portfolio components are:

- Portfolio conference with your instructor (in which you lay out what pieces your portfolio will include and what sorts of issues you will discuss as you reflect on them—during Week 13)
- Portfolio (the first 3 parts will be due during Week 15; the last part—closing reflection—will be written in class during your university-scheduled final exam period)
  - Introduction to and closing reflection on the portfolio’s work 5%
  - Revision of a writing (W) and reflection 5%
  - OVE products and reflection 5%

At this point, it’s not important (or even possible) to know exactly what you’ll include in this final portfolio or what you’ll say about your chosen pieces, and since you can’t know this now, it is very important to save everything you do in 102, both in electronic and hard copy, so that you have a lot of material from which to draw when you begin to put your portfolio together.

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:

- **Missing more than four classes (MWF) or three classes (TTH) will lower your grade, and excessive absences (three weeks of classes) will result in a failing grade for the course.**
  - Specifically, if your absences total five – eight (MWF) or four – five (TTH), your class grade is reduced two increments (a B+ becomes a C; a C becomes a D+). This happens for the range of 5 – 8 (MWF) or 4 – 5 (TTH) absences, not for each individual absence within the range. Even so, the impact on your grade is severe once you go over your allotted number (four on MWF or three on TTH).
  - **After a total of nine (MWF) or six (TTH) absences, you must drop the course or you will receive an F.**
- **Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.**
  - Please do not assume that exceptions will be made for you. If you are concerned about the number of times you anticipate missing, speak to your instructor immediately. If there is a medical condition, you must speak to the Disability Resources Office at the beginning of the semester (see page 4 of this document).
If the time of day for the class is not convenient for you, you need to speak to your adviser; you may not routinely arrive late or leave early because of a schedule issue. If you are an athlete and your sport will cause you to miss more than the allowed number of time, you need to drop and take 102 in a semester when your sport and the class do not conflict.

- **If you are more than 15 minutes late to class, you will be counted absent. If you are never able to arrive at class on time because of a preceding class or commitment, you must drop and find a section that fits in your schedule.**
- **Missing during group work or on the day of your oral presentation means taking an F for that activity, as it cannot be made up individually.**
- **When classes are cancelled for scheduled conferences, missing a scheduled individual or group conference counts as an absence.**
- Your adviser will also be notified of attendance issues that threaten your ability to pass the class and you may receive a midterm low-grade report because of your attendance.
- **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.
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; PDF on Canvas

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates And Events</th>
<th>Topic and Reading</th>
<th>In-Class Activities, Assignments and Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/23-9/25</td>
<td>Rhetorical Literacy event/Wall of Apology. Introduction to Course; READ pp. 1 – 44 Env.; Chapters 1-4 EW Before Fridays class</td>
<td>Discussion of class policies. Sign Course Policy Awareness sheet. In-Class Literacy event (WoA due, ungraded). Read Adler’s PDF, put into practice by Summarizing this report: ASSIGNMENT #1 <a href="http://www.prisonpolicy.org/reports/income.html">http://www.prisonpolicy.org/reports/income.html</a></td>
</tr>
<tr>
<td>2</td>
<td>9/28-10/2</td>
<td>REVIEW-Discuss Reading from last week. READ: Read pp. 44-114 Env. Chapters 5-11 EW.</td>
<td>MON.In small groups, practice summarizing Adler’s “How to Mark a Book”PDF on Canvas. Summary (Assignment 1) due Wednesday.</td>
</tr>
<tr>
<td>3</td>
<td>10/5-10/9</td>
<td>WED. Discuss last weeks reading/Begin Visual Rhetorical (2) Analysis with Oral Presentation (2) Review REVIEW-Chapters 1 and 2 in Env with emphasis on visual arguments; Chapter 9 EW, and pp. 147-157 EW. Review PDF on CANVAS Visual elements in ISUComm Foundation Courses Student Guide,PDF on Canvas.</td>
<td>Turn in Reflection on Summary. Practice rhetorical analysis of Mass Incarceration Cartoons. Goggle Mass Incarceration cartoons 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>
</tr>
<tr>
<td>4</td>
<td>10/12-10/16</td>
<td>Introduce PreZi. Begin Prezi choices made for your CARTOON analysis and Prezi.</td>
<td>Visual Rhetorical Analysis (2) due this Wednesday Mon:Prezi sign-up for presentations. Presentations begin Friday-Monday OF NEXT WEEK October 13 at 12:00 noon pm. Lion Rock Writer’s Series. Rene</td>
</tr>
</tbody>
</table>

October 6, 6:30 pm. “We Can’t Breathe”: Performing Stories of Race and Injustice. (Organized by Jay Ball and Mindie Dieu, moderated by Keith Champagne; students and others perform real-life encounters with law enforcement.) Location: SURC ballroom. Cancelled.
| 5   | 10/19-10/23 | Prezi Presentations continued and Begin Textual Rhetorical Analysis (3) OF Denfield Chapter from book on PDF Canvas | Monday due: print out of Denfield chapter from Canvas and annotated  
Turn in Reflection on Visual Rhetorical Analysis. |
|-----|-------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|     |             | **Denfield.** Discussion at the Museum of Culture and Environment.  
October 13 at 7:30 pm, Lion Rock Writer’s Series. **Rene Denfield.** Denfield is a death penalty investigator who works with men and women on death row. Her novel, *The Enchanted*, is set in death row in a corrupt prison. Location: Music Recital Hall. For more details on her work, see [http://www.renedenfeld.com/](http://www.renedenfeld.com/) |

| 6   | 10/26-10/30 | Discussion of Chapter.(continued) Read Chapter 8 *Env*; review Chapter 9 *EW* | In-class activities and practice preparing students for visual analysis submission. |

| 7   | 11/2-11/6  | Textual Rhetorical Analysis DUE FRIDAY (3).(continued). Read Chapters 4-7 *Env*, Chapters 15-19 *EW*, First class of week, submit thesis statement and informal outline for Documented Essay. **Topic may not be changed after instructor approval of your thesis statement and outline.** 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). |

| 8   | 11/9-11/13 | Beginning the Documented argument assignment(4). (continued). Read Chapters 4-7 *Env*, Chapters 15-19 *EW*, Specify the various stages in writing a documented essay and fill out a calendar or timetable in class (see page 151 *EW*) |
|-----|-------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 9   | 11/16-11/20| [**Continue Documented Essay (Assignment 4 DUE on the Friday).**](#) (continued). Read Chapters 4-7 *Env*, Chapters 15-19 *EW*, Bring in printed out Assignment 5 portfolio to discuss and get started. |
Work on assembling portfolio for FINAL | Discussion of elements of portfolio. Discussion of revision vs. editing; of summarizing vs. analysis. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/30-12/4</td>
<td>Portfolio continued.</td>
<td>Receive Assignment #4 back. Work on Portfolio with Revisions continued. <strong>#6 Portfolio DUE last class day of week.</strong> Discuss concluding piece to be written during final exam time next week. <strong>Student course evaluations completed last day of class this week.</strong></td>
</tr>
<tr>
<td>12</td>
<td>12/7-12/10</td>
<td><strong>Finals week.</strong></td>
<td>**Concluding piece of #5 Portfolio DUE during final exam time designated by the university. <strong>No exceptions to attending our class section’s assigned final exam time.</strong></td>
</tr>
</tbody>
</table>
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: ___________________________________________________________