Syllabus

Instructor: Matt Martinson  
Email: MMartins@cwu.edu  
Office: L&L 416F  
Course Time: MWF 9:00-9:50  
Classroom: Hogue Hall 223  
Office Hours: MWF 10:00-10:50 or by appt  

Course Description

English 102 is an intensive writing course that continues the emphasis on the clear, focused writing of English 101. You will learn to assess the reasonableness, acceptability, or quality of source material; and you will write evaluations/critiques. You will also learn to read for alternate viewpoints and to relate them one to another in explanatory syntheses. You will practice effective reasoning strategies by identifying them in the writing of others and using them to advance good arguments in argument papers.

Course Outcomes

Upon successful completion of the course, the student will be able to:

- 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 or reasoning, addressing divergent stances on the issue, and using a variety of appeals while avoiding logical fallacies.
- Critique source material by accurately summarizing all materials 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, and (6) accurate in-text citation and end-of-text documentation of sources.
Writing Program Expectations
The Program’s faculty recognize that writing is a process and that writers depend on a community of readers. 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 class discussion, group activities, and conferences;
- Demonstrating academic integrity in all written projects.

Required Course Texts
Glenn, Cheryl and Lori Gray. Harbrace Essentials.

Silverman, Jacob. Terms of Service: Social Media and the Price of Constant Connection.

Classroom Policies
- More than ten percent of your grade is based on your preparation and participation.
  - To receive full credit, you must arrive on time, participate in class, bring your books, and have all your homework completed by the time class starts.
  - On peer review days, students must have a complete rough draft of their essays. If not, they are absent that day.
  - You are expected to attend every class, so you can expect your course grade to start dropping after three absences, whether excused or not. For each absence beyond the three, your grade will be dropped one step. For example, if you have been absent four times and have a B- average, you will be assigned a C+. **If you miss more than six classes, you will receive a failing grade for the course.** Two tardy days (or leaving early) equals one absence.
  - When you do miss class, remember to talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent. Write down the name and phone number of one classmate you can contact if you miss class:

- **No late work**, unless arrangements were made in advance, is accepted. Similarly, there are no revisions for a better grade in this course. Start your essays early and take advantage of instructor office hours, peer review times, and the Writing Center to assure your essays are strong.

- **A blatant case of plagiarism will result in a failing grade for the paper and may result in a failing grade for the class.** Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs.

- Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using offensive language, or using electronic devices in class) will be counted as absent for the class hour (see the absence policy above) and possibly asked to leave
ADA Statement

CWU 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 Disability Services to discuss a range of options for removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

Grading

Your final grade is calculated according to the number of points you earn. Besides what is listed below, other assignments may be given during the quarter.

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation, homework</td>
<td>100</td>
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<tr>
<td>Comparison Essay</td>
<td>200</td>
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<tr>
<td>Analysis Essay</td>
<td>200</td>
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<td>Annotated Bibliography</td>
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<td>Research Essay</td>
<td>250</td>
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<td>Peer Reviews</td>
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Total 850 points

Tentative Course Schedule

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
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| W Sept 23| Introductions                               | *Buy your text books  
*Print and read the six linked New York Times articles from Canvas (“Is Silicon Valley Saving the World or Just Making Money?”). Take notes as you read and be ready to discuss all six articles on Friday.  
*Read the introduction to *Terms of Service* (vii-xiv). Bring your book on Friday and be ready to discuss what you read. |
| F Sept 25| Summarizing sources                         | *Choose and begin summarizing three of the articles.  
*Read pages 1-12 of *Terms of Service* ("The Ideology of Social"). Bring your book on Monday. |
| M Sept 28| Summarizing and responding to sources       | *Type at least the first page of your essay.  
*Read pages 21-43 of *Terms of Service* ("Engineered to Like"). Bring your book on Wednesday. |
| W Sept 30| Responding to sources, MLA conventions      | *Keep working on your essay  
*Read pages 45-64 of *Terms of Service* (chapter 3—"Pics or It Didn’t Happen"). Bring your book on Friday.  
*Bring your *Harbrace* book on Friday. |
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<th>Date</th>
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<th>Homework</th>
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<tr>
<td>F Oct 2</td>
<td>MLA conventions</td>
<td>* Finish your essay</td>
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| M Oct 5  | Peer Review day                 | * Revise and finish your comparison essay  
* Read pages 65-99 of *Terms of Service* (“The Viral Dream”). Bring your book on Wednesday. |
| W Oct 7  | **DUE: COMPARISON ESSAY**       | **Ethos**  
* Print and read Sofge’s “An Open Letter to Everyone Tricked into Fearing Artificial Intelligence” (on our course site). Find at least two examples of *ethos*. On a separate piece of paper, describe (or quote) the two examples. Then explain why one of them is either more or less effective than the other.  
* Read pages 101-28 of *Terms of Service* (“Churnalism and the Problem of Social News”). Bring your book on Friday. |
| F Oct 9  | **Ethos, Logos**                | * Find at least two examples of *logos* in Sofge’s letter. On a separate piece of paper, describe (or quote) the two examples. Then explain why one of them is either more or less effective than the other.  
* Read pages 129-54 of *Terms of Service* (“To Watch and Be Watched”). Bring your book on Monday. |
| M Oct 12 | **Logos, Pathos**               | * Find at least two examples of *pathos* in Sofge’s letter. On a separate piece of paper, describe (or quote) the two examples. Then explain why one of them is either more or less effective than the other.  
* Watch all of the advertisements linked on Blackboard.  
| W Oct 14 | **Pathos, writing analysis essays** | * Begin working on analysis essay  
* Continue writing your analysis essay |
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<td></td>
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<td>*Finish your analysis essay</td>
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<td>*Revise and finish your analysis essay</td>
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<td>F Oct 23</td>
<td>DUE: ANALYSIS ESSAY</td>
<td>Research fundamentals and review day</td>
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<td>*Finish <em>Terms of Service</em>. Bring your book on Monday.</td>
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<td>M Oct 26</td>
<td>Final book discussion, topic brainstorm</td>
<td>*Start researching</td>
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<td>W Oct 28</td>
<td>LIBRARY DAY</td>
<td>*Find and start reading your sources</td>
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<td>*Summarize sources after reading them (rough drafts)</td>
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<td>F Oct 30</td>
<td>Creating and using an annotated bibliography</td>
<td>*Continue reading your sources, taking notes</td>
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<td>*Start creating an annotated bibliography</td>
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<td>M Nov 2</td>
<td>Topic, question at issue, thesis statements</td>
<td>*Write three different questions at issue. For each, compose a corresponding thesis statement. Bring your notes to class on Wednesday.</td>
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<td>*Continue working on your annotated bibliography</td>
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<td>W Nov 4</td>
<td>Thesis statements (cont’d)</td>
<td>*Revise/finalize your thesis</td>
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<td>*Continue working on your annotated bibliography. Bring a rough draft on Friday.</td>
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<td>F Nov 6</td>
<td>Annotated bibliography peer review</td>
<td>Writing introductions</td>
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<td>*Edit/finalize your annotated bibliography</td>
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| M Nov 9    | **DUE: ANNOTATED BIBLIOGRAPHY**                                                            | Arranging an argument, thesis review  
Homework:  
*Map out your essay  
*Find at least three noteworthy facts about your topic. Bring them to class. |
| W Nov 11   | **NO CLASS**                                                                               |         |
| F Nov 13   | *Ethos* and *Logos* in your own writing                                                    | Homework:  
*Start writing your essay—bring at least the first page and a half on Wednesday (can be a very rough draft) |
| M Nov 16   | *Ethos* and *Logos* review                                                                  | Homework:  
*Continue writing your essay |
| W Nov 18   | **Conclusions**                                                                            | Homework:  
*Continue writing your essay |
| F May 20   | Metacommentary, *Kairos*                                                                   | Homework:  
*Continue writing your essay |
| M Nov 23   | Review: Arranging an argument, MLA conventions                                              | Homework:  
*Continue writing your essay.  
*Bring a finished, typed essay next Monday. |
| W Nov 25   | **NO CLASS**                                                                               |         |
| M Nov 30   | **Peer Review**—naysayers, editing                                                           | *Edit, revise your essay.  
*Print and bring a SINGLE SIDED copy of your essay on Wednesday. |
| W Dec 2    | **Peer Review**—using sources and organizing an essay effectively                          | *Revise your essay  
*Print and bring a new, clean copy of Friday |
| F Dec 4    | **Peer Review**—making good essays great (finishing touches)                                 | *Finish your essay |
| **Finals Week** | Research essays must be turned in to the English department office (4th floor of the L&L building) by 8:00 am on Tuesday, December 8th. |         |