Course Description
English 102 is an intensive writing course that continues to emphasize the clear, focused writing you developed in English 101. In this course we will assess, understand, and critique the rhetoric and overall effectiveness of source material. Additionally, you’ll have the chance to write an argument of your own by employing a variety of strategies and sources in attempts to reach a target audience with a message of your choice. Through identifying and learning from the effective reasoning skills in the work of others, you’ll practice creating your own arguments in papers. We will work with a wide variety of source material from a number of mediums—including NPR segments, Ted Talks, political speeches, essays and creative non-fiction—all in attempts to better understand the complexity of rhetoric and how it functions in our lives.

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.
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
Suggested (should have bought for English 101): Glenn, Cheryl and Lori Gray. *The Writer’s Harbrace Handbook*

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. You must bring four hard copies for peer review. If you fail to comply with these rules you will receive an absence for 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.
- **No late work,** unless arrangements were made in advance, is accepted.
- You may revise either the Synthesis or the Rhetorical Analysis essay for up to 50% of the points you missed when you first turned in the essay. Rewrites are due by November 14th and must be turned in with the edited version of your essay stapled to your revision.
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 Office of Rights and Responsibilities.

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.

Inclusivity Statement
Diversity is welcomed and celebrated in this class, including that represented by people of different ages, colors, abilities, genders, national origins, political affiliations, races, religions, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, go to the Center for Diversity & Social Justice at www.cwu.edu/diversity

Grading
Your final grade is calculated according to the number of points you earn. In addition to what’s listed below, I may assign other assignments or quizzes throughout the quarter.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Rhetorical Analysis Essay</td>
<td>100</td>
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<tr>
<td>Synthesis Analysis Essay</td>
<td>150</td>
</tr>
<tr>
<td>Research Proposal and Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Public Argument Essay</td>
<td>200</td>
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<tr>
<td>Public Argument Presentation</td>
<td>50</td>
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<tr>
<td>Reflection</td>
<td>25</td>
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<tr>
<td>Journals</td>
<td>50</td>
</tr>
<tr>
<td>Reading and Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Final grade</strong></td>
<td><strong>725</strong></td>
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</tbody>
</table>

Grades are assigned as follows:
- 93-100 = A
- 90-92 = A-
- 88-89 = B+
- 83-87 = B
- 80-82 = B-
- 78-79 = C+
- 73-77 = C
- 70-72 = C-
- 68-69 = D+
- 63-67 = D
- 60-62 = D-
- 0-59 = F

Essays submitted for grading should have these features:
- A clear and complex purpose
- Thoughtful development relevant to the purpose
- Logical organization
- An appropriate tone
- Well-crafted sentences
Consistent use of conventions for standard academic English, and accurate in-text citation and documentation of sources in a work’s cited page or annotated bibliography.

**English 102 Tentative Schedule**

**Week One**

**Unit One**

Wed, Sept 21st

*Agenda:* introductions!
- Sarah McLachlan SPCA Commercial
- Brief discussion of rhetoric

*Homework:* read and **annotate** Allyn & Bacon “What is Rhetoric” (16-22) and pages (58-61).

Fri, Sept 23rd

*Agenda:* discussion of reading
- lecture on rhetoric: ethos, pathos, logos
- define rhetorical situation: audience, context (and/or genre), purpose
- watch “Budweiser Clydesdale Puppy Love Super Bowl 2014 Commercial”

*Homework:* read and **annotate** Allyn & Bacon “paraphrasing” (559-562)
- In no more than four sentences, paraphrase either the Budweiser Clydesdale Puppy Love Super Bowl 2014 Commercial or the Sarah McLachlan SPCA Commercial. Identify one or more rhetorical devices used in the commercial you select. **Post under “Journals” on Canvas by midnight before class on 9/26.**

**Week Two**

Mon, Sept 26th

*Agenda:* lecture on paraphrasing, visual sources, and quote integration.
- Paraphrasing and textual analysis activity

*Homework:* read and **annotate** Allyn & Bacon “Thesis Statements” (37-42)

Wed, Sept 28th

*Agenda:* lecture on thesis statements for the rhetorical analysis essay
- Michelle Obama, “Hillary Clinton Endorsement Speech”
- group thesis statement exercises using Obama’s speech

*Homework:* read Allyn & Bacon “Introductions” (42-46)
- Write a journal in which you draft at least three potential thesis statements for an essay on Michelle Obama’s endorsement speech. Post to Canvas before class on 9/30 by midnight.

Fri, Sept 30th

*Agenda:* introductions lecture
- Use sample journals to discuss possible introduction formats
-Group writing activity
-Quick discussion of homework and “outline” expectations

**Homework:** read and annotate Alison Hawthorne Deming’s “Sacred Pig.” Look for implicit arguments, and pay attention to how the arguments are structured/paced.
-Select the text you’d like to use for your Rhetorical Analysis Essay.
-Draft an outline and **bring a hard copy to class**

**Week Three**

**Mon, Oct 3rd**

**Agenda:** discuss “Sacred Pig”
- Lecture on paragraph structure. PIE (Point, Illustration, Explanation)
- Review sample outlines and discuss possibilities for body paragraphs

**Homework:** begin work on introduction, thesis, and body paragraphs.
- Schedule a meeting with Taneum (optional)
- Read Sample Student Essay

**Wed, Oct 5th**

**Agenda:** lecture on conclusions
- Review “works cited” expectations
- Group conclusions activity
- Essay help and in-class work time (if time)

**Homework:** complete Rough Draft

**Fri, Oct 7th**

**Agenda:** **bring four hard copies of your Rough Draft to class**
- Peer review

**Homework:** finish final draft of Rhetorical Analysis Essay

**Week Four**

**Unit Two**

**Mon, Oct 10th**

**Agenda:** **Rhetorical Analysis Essay Due**
- *Include rough drafts with peer edits
- Introduction of Unit Two and Synthesis Essay

**Homework:** read Allyn & Bacon “Analyzing and Synthesizing Ideas” (pg 301).
Read Allyn & Bacon “Fallacies” (351-352)

**Wed, Oct 12th**

**Agenda:** watch Dove Campaign and Axe Advertisement
- Discuss rhetorical fallacies

**Homework:** write a paragraph describing a rhetorical fallacy you noticed in either the Dove or Axe commercials. You may also write a fallacy you noticed about the umbrella company “Unilever.” Post by midnight before class on Fri, Oct 14th
Fri, Oct 14\textsuperscript{th}  
\textit{Agenda:} discuss journals  
- Lecture on synthesis  
- “How to Watch Your Brother Die,” Michael Lassel  
- ACT UP, “Ashes Action 92’”  
\textbf{Homework:} write a journal comparing and contrasting Lassel’s “How to Watch Your Brother Die” and the ACT UP “Ashes Action 92.” Due by midnight 10/17.

\textbf{Week 5}  
Mon, Oct 17\textsuperscript{th}  
\textit{Agenda:} discussion of journals  
- SNL Hillary Clinton vs. SNL Donald Trump  
- cultural analysis: humor in rhetoric  
- compare/contrast in rhetorical analysis  
\textbf{Homework:} read and \textbf{annotate} “Bajadas” by Francisco Cantu

Wed, Oct 19\textsuperscript{th}  
\textit{Agenda:} discussion of rhetorical strategies in “Bajadas”  
- In-class reading of “Borderlands de la Frontera,” Gloria Anzaldúa  
- discussion (if time)  
\textbf{Homework:} write a journal identifying rhetorical strategies and their successfulness or fallacies in both “Bajadas” and “Borderlands de la Frontera.” Due by midnight 10/21.

Fri, Oct 21\textsuperscript{st}  
\textit{Agenda:} discussion of journals  
- in-class essay outline  
- group activity  
\textbf{Homework:} select two sources for Synthesis Essay  
- Develop an outline

\textbf{Week 6}  
Mon, Oct 24\textsuperscript{th}  
\textit{Agenda:} discuss and expand sample outlines  
- In class reading and discussion of sample student essay  
\textbf{Homework:} complete rough draft

Wed, Oct 26\textsuperscript{th}  
\textit{Agenda:} **rough draft due (four hard copies)**  
- Peer review  
\textbf{Homework:} begin editing rough draft

Fri, Oct 28\textsuperscript{th}  
\textit{Agenda:} lecture on synthesis revision  
- in-class essay help  
\textbf{Homework:} finish Synthesis Essay
Week 7

Unit Three
Mon, Oct 31st

**Agenda:** **Synthesis Essay due** one hard copy
- Attach 4, peer-edited rough drafts.
- Discussion of Unit Three
- “Not All About that Bass,” Trout Nation Via NPR

**Homework:** read Allyn & Bacon “Research and Sources” (519-524)

Wed, Nov 2nd

**Agenda:** lecture on source selection
- In-class reading of sample student essay

**Homework:** read/review Allyn & Bacon “Annotated Bibliography” (165) and “Articulating Reasons”-“Appeals to Pathos” (pgs: 337-350).
- Select a subject and begin looking at potential sources

Fri, Nov 4th

**Agenda:** discuss Annotated Bibliography and Research Proposal
- View “The Price of Shame,” Ted Talk, Monica Lewinsky
- Discuss use of sources in “The Price of Shame”

**Homework:** review Allyn & Bacon, how to avoid plagiarism “When Writing your Draft” (572).
- Begin work on annotated bibliography and research proposal

Week 8

Mon, Nov 7th

**Agenda:** watch “James Baldwin Debates William F. Buckley”
- Discuss appeals to logic and emotion
- Discuss argument development and structure

**Homework:** complete annotated bibliography and research proposal
- Schedule a meeting with Taneum (optional)

Wed, Nov 9th

**Agenda:** **Turn in Annotated Bibliography and Research Proposal**
- In-depth discussion of Public Argument essay assignment
- View and discuss additional sample student essay and presentation

**Homework:** begin work on Public Argument Essay Rough Draft
- Schedule meeting with Taneum (optional)

Fri, Nov 11th Veteran’s Day: no class

Week 9

Mon, Nov 14th

**Agenda:** **Rough Draft Due** four hard copies
- Peer review

**Homework:** edit Rough Draft
Wed, Nov 16th
  Agenda: lecture on revision
  -In-class essay assistance
  **Homework:** finish Public Argument Essay

Fri, Nov 18th
  **Agenda:** **Public Argument Essay due**
  -Attach four peer-edited copies of rough draft
  -Discuss final project/Public Argument Presentation
  -Review sample projects
  -Sign up for presentation date
  **Homework:** work on presentation

**Week 10**
Mon, Nov 21st
  **Agenda:** lecture on presentation expectations and guidelines
  -Lecture on Reflection Assignment
  -Group activities and work time
  **Homework**

Nov 23rd-25: Thanksgiving and American Indian Heritage Day

**Week 11**
Mon, Nov 28th
  **Agenda:** presentations
  **Homework:** read Reflection expectations and reference Allyn & Bacon “Reflective Writing Assignment” (627).

Wed, Nov 30th
  **Agenda:** presentations
  **Homework:** complete Reflection

Fri, Dec 2nd
  **Agenda:** presentations
  -Goodbyes!

Tues, Dec 6th
  **final Reflections due online by 12:00pm**