English 102.09,014,015
Composition II: Reasoning and Research

Fall 2017
MWF
015-8:00-8:50-L&L 229,
014-9:00-9:50-Hogue Hall 220,
09-11am-Psychology Building 257

Instructor: Pedro (Xavier) Cavazos  Office Hours: M,T,W,TH 1-2pm or by
Appt. Office: 416-D  Email: cavazosp@cwu.edu

Textbooks and Materials
Alfano, Christine, and Alyssa O’Brien. Envision in Depth: Reading, Writing and Researching
The Everyday Writer, fifth edition, Lunsford, Andrea
I flash drive on which to save your English 102 work

Course description:
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.

Course Objectives:
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.

Assignments

Units and Grade Distribution

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

Class Attendance/Tardiness 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: EACH CLASS YOU MISS WILL HURT YOUR GRADE ☺️ Three classes of “Tardiness” equals One absence!

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.

*Revision:*
You will be required to revise All assignments in English 102 prior to final Due date via-peer review work.
# Fall 17, Tentative Schedule

**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*

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates And Events</th>
<th>Topic and Reading</th>
<th>In-Class Activities, Assignments and Events</th>
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</thead>
<tbody>
<tr>
<td>1</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></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.</td>
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<tr>
<td>2</td>
<td>REVIEW-Discuss</td>
<td>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”.</td>
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<td>3</td>
<td>WED. Discuss last weeks reading. Begin Visual Rhetorical (2) Analysis with Oral Presentation (2)</td>
<td></td>
<td><strong>Summary (Assignment 1) due Wednesday.</strong> Turn in Reflection on Summary. Practice rhetorical analysis of Cartoons. Goggle cartoons and bring a printed out one to class on Friday.</td>
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<tr>
<td>4</td>
<td>Introduce PreZi. Begin Prezi choices made for your CARTOON analysis and Prezi.</td>
<td></td>
<td><strong>Draft due Wednesday</strong> for peer review. <strong>Draft due Friday</strong> 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</td>
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</table>
in texts and online. Look at print and TV ads.

**Visual Rhetorical Analysis (2) due this Wednesday**
Mon: Prezi sign-up for presentations. Presentations begin Friday-Monday OF NEXT WEEK
| 5 | **Introduce PreZi. Begin Prezi choices made for your CARTOON analysis and Prezi.** | **Visual Rhetorical Analysis (2) due this Wednesday**  
Mon: Prezi sign-up for presentations. Presentations begin Friday-Monday OF NEXT WEEK  
Monday due: print out of Denfield chapter or Marquart chapter from Canvas and annotated  
Turn in Reflection on Visual Rhetorical Analysis. |
| --- | --- | --- |
| 6 | **Prezi Presentations continued and Begin Textual Rhetorical Analysis (3) OF Denfield or Marquart Chapter from book on PDF Canvas**  
**Read chapter 12-14 EW** | Friday-  
Turn in Reflection on Visual Rhetorical Analysis. |
| 7 | **Textual Rhetorical Analysis DUE FRIDAY (3).** (continued). Read Chapters 4-7 *Env*, Chapters 15-19 *EW*,  
**Discussion of Chapter.** (continued)  
Read Chapter 8 *Env*; review Chapter 9 *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 | **Beginning the Documented argument assignment (4).** (continued). Read Chapters 4-7 *Env*, Chapters 15-19 *EW*,  
<p>| | Specifying the various stages in writing a documented essay and fill out a calendar or timetable in class (see page 151 <em>EW</em>) |
| 9 | <strong>Continue Documented Essay (Assignment 4 DUE on the Friday).</strong> (continued). Read Chapters 4-7 <em>Env</em>, Chapters 15-19 <em>EW</em>, | |
| 10 | <strong>Turn in Documented paper paper</strong> | |</p>
<table>
<thead>
<tr>
<th>11</th>
<th>Revise one selected paper and assemble portfolio with reflectionspapers</th>
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<tbody>
<tr>
<td>12</td>
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