

English Composition II, Fall Quarter 2009

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<i>Monday</i>		<i>Wednesday</i>		<i>Friday</i>
		9/23 Introduction to class		9/25 Details: specificity and variety (ABG 108-122 and 148-51)
9/28 Quiz (1) (ABG 581-616) Paper (1) and what to do if you don't know what to write about.		9/30 Modes of Argumentation ; Analyzing Sources (ABG 218-235)		10/2 Topic workshop
10/5 Quiz (2) (ABG 249-264 and 275-284)		10/7 Analyzing Sources, cont. Sample One Color Key Sample Two Color Coded Outline		10/9 Seeing detail patterns in sources : how to outline and summarize (ABG 304-322)
10/12 Quiz (3) (ABG 337-348) Synthesizing sources		10/14 Detail patterns: synthesizing sources		10/16 How to write Introductions
10/19 Quiz (4) (ABG 417-429)		10/21 How to write Conclusions (ABG 372-393)		10/23 Documenting Sources I : in-text citations (ABG 617-658)
10/26 Quiz (5) (ABG 617-658), cont		11/28 Documenting Sources II : the Works Cited page MLA Exercise		10/30 Contextualizing sentence style PAPER (1) DUE
11/2 Quiz (6) classic sentence styles		11/4 How style influences meaning		11/6 Conventions of standard academic prose (late papers due)
11/9 Effective sentence patterns		<i>11/11 Veterans' Day Holiday</i>		11/13 Word order, Diction & Tone of voice
11/16 Stylistic variety & Shared assumptions		11/18 Identifying assumptions implicit in stylistic choices		11/20 Manuscripting Workshop
11/23 Manuscripting Workshop		<i>11/25 Thanksgiving Day Holiday</i>		<i>11/27 Thanksgiving Day Holiday</i>
11/30 Manuscripting Workshop		12/2 Manuscripting Workshop		12/4 Final day of class PAPER (2) DUE
12/7 Monday Professional Development/Study Day	12/8 Tuesday Final Exam Period begins	12/9 Wednesday	12/10 Thursday	12/11 Friday: Finals Week ends

English Composition II, Fall Quarter 2008
Instructor: Patricia Garrison
Office HZ 224
Office hours: 1:00 - 1:50 p.m. M-W-F & by appointment

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Required Texts: *Writing With Sources* (custom course pack); *Allyn & Bacon Guide to Writing*; any English handbook.

In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. 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:

- ✚ pre-write to inquire, reflect, focus, generate, and clarify content;
- ✚ revise to provide economy, clarity, unity, and balance;
- ✚ edit their own work and that of others;
- ✚ write polished prose that is purposeful, clear, and effective;
- ✚ understand and use criteria to self-assess their own writing;
- ✚ work responsibly in writing groups;
- ✚ engage critically and constructively in the exchange of ideas during class discussion, group activities, and conferences;
- ✚ demonstrating academic integrity in all written projects. **NB: plagiarism on any assignment will result in a failing grade for this class.**

In English 102, student writers will learn to:

- ✚ perceive and relate various perspectives on a question at issue and formulate generalizations about those relations;
- ✚ identify assumptions and criteria to use in judging the writing of others;
- ✚ analyze and synthesize multiple sources—identify 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 one's own writing;
- ✚ take a position on a question at issue by developing a focused assertion based on a shared assumption, present evidence in support of a line of reasoning, address divergent stances on the issue, and use a variety of appeals while avoiding rhetorical fallacies; AND/OR
- ✚ critique 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.

Grade Scale:

4.00 to 3.83 = A	2.18 to 1.86 = C
3.82 to 3.51 = A-	1.85 to 1.53 = C-
3.50 to 3.18 = B+	1.52 to 1.20 = D+
3.17 to 2.85 = B	1.19 to 0.87 = D
2.84 to 2.52 = B-	0.86 to 0.70 = D-

Distribution of Grades:

- ✚ **6 Quizzes** — 20% (lowest quiz score will be dropped)
- ✚ **Position Paper (1)** — 35% NB: If you get less than a B- on Paper (1), you may revise it. I will average the grades of the original and the revision, provided that you hand in **both** with Paper (2)
- ✚ **Position Paper (2)** — 45%

Class Rules:

- ✚ **Come to class.** Your attendance is important. There are NO "excused" absences. You may have four "free" absences, no questions asked. If you accumulate more than four absences, I will be increasingly reluctant to see you for conferences or to write comments on your papers. There is no way to make up missed class work. My policy on being late to class is: better late than never.
- ✚ **See Me for Conferences.** I will gladly look at rough drafts. I do not require you to come in, but you'll learn more and write better if you do. **NB: make appointments early, and plan on keeping them:** If you break one, I'll be increasingly reluctant to reschedule you.
- ✚ **Do the Reading.** You will be quizzed directly on most of what you read. But your reading comprehension will also be reflected in how well you understand assignments and in the quality of the research you do. Lectures, discussions and workshops can supplement your reading. They cannot replace it.
- ✚ **Use MLA format.** Hand in each paper in a manila file folder. **Do not use plastic binders; keep copies.** Please include:
 - at least one messy rough draft;
 - photocopies and/or printouts of any source material not in our textbook.
- ✚ **Hand in Work on Time.** Plan for emergencies.
 - I will accept **one late paper per quarter** – up to one week late – but **ONLY** if you've made arrangements with me **before** the paper is due.
 - Papers are due at the **beginning** of class on the days indicated on your Course Calendar.
- ✚ **Ask for Help:** disability-related accommodations are available, please let me know and/or contact ADA at 963-2171 for more information.