

Welcome to English 102

Prof. Patricia Garrison

Our Syllabus

English Composition II, Fall Quarter 2009
Instructor: Patricia Garrison
Office HZ 224
Office hours: 1:00 - 1:50 p.m. M-W-F & by appointment

Office Phone: 963-2361, Home Phone: 925-1141
Cell Phone: 929-4111
Home Page: <http://www.cwu.edu/~garrisop>
E-Mail: <garrisop2001@yahoo.com>

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 attain the high level of written competence and critical thinking expected of scholars, professionals, and citizens. The process and that writers depend on a community of readers. They thus expect students to participate in their courses in the following ways.

Note the vital information

- 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.

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This will be our main textbook;
all quizzes will come from this text

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This text contains supplementary reading – no quizzes

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The rest of this section is
English Dept. boiler plate;
read it at your leisure

Our Syllabus, cont.

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

More English
Dept. prose

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.
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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-
2.51 to 2.19 = C+	0.69 to 0.00 = F

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Note the percentages for each assignment

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- **Position Paper (2)** — 45%

Pay close attention to the class rules

Compare the grades of the original and the revised paper.

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2.51 to 2.19 = C+	0.69 to 0.00 = F

Distribution of Grades:

- **6 Quizzes** — 20% (lowest quiz score will be dropped)
- **Position Paper (1)** — 35% NB: If you get less than a C- on your first paper, you may request a revision, provided that you hand in both with the original.
- **Position Paper (2)** — 45%

Pay close attention to the class rules

Compare the grades of the original and the revision.

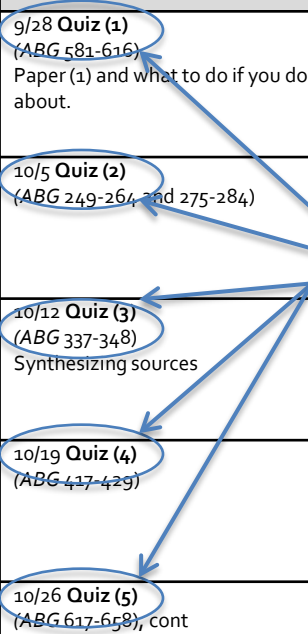
Class Rules:

- **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

Our Course Calendar

English Composition II, Fall 2009		
Monday	Wednesday	Friday
	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.	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	10/30 Contextualizing sentence style PAPER (1) DUE

Mondays are quiz days



Our Course Calendar

English Composition II, Fall 2009		
Monday	Wednesday	Friday
	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.	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	10/30 Contextualizing sentence style PAPER (1) DUE

Paper
1 due



Our Course Calendar, cont

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	11/11 Veterans' Day Holiday	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	11/25 THANKSGIVING HOLIDAY	11/27 THANKSGIVING HOLIDAY
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

Our last quiz

Final paper due

Final exam period To Be Announced
NB: we will not have an in-class final

English 102 Writing Assignments

What is the overall task?

Respond to any of the essays from Quizzes One, Two or Three of your text by writing your own paper of between five and seven properly formatted pages.

Respond either to the main idea OR one of the supporting ideas, not both.

Respond to the content (not the style) of the essay.

What are the minimum requirements?

Include, as part of your paper, a summary of the essay you are responding to.

Include at least five body paragraphs—PLUS an appropriate introduction and conclusion

Document research properly using MLA format.

Include a "Works Cited" page. List all publication information for the essay you summarized. If you used any details or ideas from other sources, do the same for them.

Include a *MESSY PRELIMINARY ROUGH DRAFT*. NB: I will not give credit for "rough" drafts that simply make a few superficial changes in wording and punctuation.

Hand in Your Final Draft, your rough draft and copies of outside source materials in a **Manila File Folder**

What kinds of things can I write about?

Base your response on personal experience (what you've seen or heard about) and/or what you've read — in books, magazines, journals, newspapers, or other outside sources. (Yes, you may say "I".)

Who is my audience?

Address a group of readers just like your classmates in 102, BUT assume, for the sake of the assignment, that they have NOT read any of the essays in your text.

English 102 Writing Assignments

What about Paper Two?

Follow exactly the same instructions as Paper One, except:

Respond to any of the essays from **Quizzes Four, Five or Six**.

Include **at least three sources**—one from your text and two from elsewhere. You may include more than three sources, but you should not use more than four or five.

Whenever possible, **include, in your folder, photocopies or printouts of all sources** that are not in your textbook.

About the Quizzes

Instructions for all English 102 Quizzes:

- Each quiz will consist of 15 "items" -- each worth two points, making each quiz worth 30 points.
- An "item" could be the name of a person, a situation, a specific term or a sentence from the essay.
- For each item, you must do two things:
 - Identify which essay it came from. The title or author's name would work -- or just enough so I couldn't get it mixed up with any of the other essays
 - Tell a little more about the item itself. If it's a person, who is it? If it's a situation, describe how it fits into the essay. If it's a quote, who said it? As long as you provide enough detail to convince me you've read the material, I will usually give you credit for it.
- Sometimes sentences will have words underlined. These are vocabulary words, and if you define them, you can earn bonus points. You'll find a list of these words at the end of each essay in our text. For more specific help, see the [sample quiz](#)

Part of a Sample Quiz

ENGLISH 102, QUIZ 1

Name _____

- 1) Mr. John Eckles, the president of a college
- 2) Gamma rays and Beta particles.
- 3) a man who threw away a drinking cup
- 4) a highly accurate pendulum clock
- 5) "If the funeral men are loath to discuss the subject outside the trade, the reader may, understandably, be equally loath to go on reading at this point."
- 6) "The newly developed science of artificial intelligence aims at programming the computer to think, reason and react in much the same way that people do."