

**ENGLISH 102: COMPOSITION II**  
**SPRING 2020 SYLLABUS**  
**Writing Program @ Colorado State University-Pueblo**

Section Number:	Instructor Name: Jason Saphara
Day/Time: MWF	Office:
Room: GCB 210	Office Hours:
	Email:

### Course Description

The primary goal of English 102 is to use academic research and effective argumentation as a means to further develop the communication skills, civic discourse, and rhetorical strategies you were exposed to in English 101. In this course, you will continue to read and analyze arguments from a variety of genres, and you will learn the necessary components of effective academic research. Most importantly, you will research, develop, and experiment with original and effective arguments of your own.

In this course, you will be expected to participate in an active learning environment. You will gain the skills necessary to communicate with clarity, coherence, and persuasiveness, and to demonstrate critical analysis, logic, precision, and rhetorical awareness of the English language. In addition, you will be expected to engage in the process of critical thinking. You will learn to identify, analyze, and evaluate arguments and secondary research in order to arrive at reasoned and meaningful arguments and positions of your own as you formulate and apply your informed ideas to new contexts.

### Required Text

*Writing and Rhetoric* <http://csupueblo.pressbooks.pub/rhetoric> (free, online textbook written by CSU-Pueblo Writing Program faculty)

### Course Policies

**Academic Dishonesty:** “Academic Dishonesty” is defined in the *Colorado State University-Pueblo Catalog* as “any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work that is not their own.” For more information on CSU-Pueblo’s position on academic dishonesty and for a detailed description of specific acts of academic dishonesty or misconduct, please see the catalog. In addition, the Writing Program at CSU-P requires students to create original writing. The WP defines “original” as work created during the semester in response to the course’s specific writing prompts. Any work failing to meet this standard will be considered academically dishonest.

Any instance of academic dishonesty may result in a failing grade for the work in question, a failing grade for the course, and lesser penalties as determined by the course instructor and/or the Director of Writing. Furthermore, in severe cases, misconduct of this sort may be subject to disciplinary action by the Dean of Student Life. In all instances of academic dishonesty, the instructor will notify the Director of Writing prior to meeting with the student and before implementing any punitive action; it is the Director of Writing’s responsibility to inform the chair of the department of all instances of academic dishonesty. If it is determined that the case is severe, the chair of the department will then notify the Dean of Student Life.

**Attendance:** Because this class focuses on the writing process (as opposed to the final product only), your regular, on-time attendance is mandatory. If you miss the equivalent of three or more weeks of classes, your final grade will be reduced by 30 percent. A 30-percent reduction would turn an 85 percent score into a 55, a 95 into a 65; that is to say, a 30-percent reduction would turn a B into an F and an A into a D. There are no excused absences. If you must miss a class, contact me before class starts.

**Submission of Assignments:** All drafts and final editions of formal papers must be turned in on time. If you have not finished your paper by the due date, always, always hand in the portion you have completed. No late papers will be accepted. As each assignment builds on the work we completed previously, you are required to turn in every major writing project in order to pass the class.

**Participation:** Participation means attendance, preparedness, and active learning. Though attendance in this class is mandatory, participation means much more than coming to class. In order to earn all of your possible participation points, you should do the following: 1) attend each scheduled class meeting ON TIME, 2) read assignments and be prepared with homework or other outside assignments, 3) work with peers when asked, 4) respond to instructor and classmates in a professional and respectful manner.

### Major Writing Projects\*

**All research projects include an annotated bibliography and an essay**

**Research Project 1:** (100 points)

**Research Project 2:** (200 points)

**Research Project 3:** (300 points)

\* *Content of these project essays will be built from research compiled in annotated bibliographies and on topics approved by the instructor.*

### Grading

**Projects:** 600 points

**Participation:** 300 points

**Final Exam:** 100 points

**TOTAL POINTS = 1000**

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = 0-59%
A = 90-92%	B = 83-86%	C = 70-76%	D = 63-66%	
-	B- = 80-82%		D- = 60-62%	

**Note:** Because of the Family Educational Rights and Privacy Act (FERPA), I will only respond to emails sent from your **@pack.csupueblo.edu** address; please include your full name *and* English 101 in the subject line. Documents sent to me via email will **ONLY** be accepted as separate, attached documents that have been saved as .rtf or .doc (docx) files. As always, it is your responsibility to verify that I have received any email and/or documents you may send.

**Contract:** This syllabus, together with the course/project calendars, is our contract. Anything that I say in class or post on Blackboard (<https://blackboardent.csupueblo.edu/>) supersedes this contract. It is your responsibility to keep up with changes to course/project calendars, changing due dates, or additional assignments I may give that are not on the original documents.

**The General Education Tutoring Center** provides help with general education courses. One-on-one tutoring is available on either a walk-in or appointment basis. Help with any type of writing is also available through the Writing Room. The Gen Ed Tutoring Center and Writing Room are located in the LARC Building, room 251. Tutoring is available from 8:00 a.m. to 5:00 p.m. Monday through Friday. For more information, call 549-2901.

**Blackboard** is an on-line learning environment that will be used in this course. At a minimum, you will be able to access instructor information, an electronic copy of the course syllabus, as well as grades--major assignments, participation, final exam--on the course Blackboard site. You may also be asked to read class announcements and participate in on-line discussions.

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because I am a faculty member, I am a "Responsible Employee." That means I have to report to the Director of the Office of Institutional Equity if you tell me that you were subjected to, or engaged in, of any of the following acts: discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.

**Early Alert Reporting:** This course participates in the Starfish student success program. Early in the semester, information about student performance in this class will be communicated to each student by email and/or text from Starfish. Attention to suggested actions is encouraged. This information is also available to academic advisors and others involved in supporting student success. Your advisor may then ask to meet with you to discuss your plans for success. The program is designed to promote success among students through proactive advising, and through referral to appropriate resources. Efforts to inform and assist students continues throughout the semester with a mid-semester survey, and instructor concerns or kudos can be posted to Starfish at any time.

**Course Hours:** The University has adopted a standard lecture class minimum of 2,250 minutes of combined in-class (750 minutes) and out-of-class (1,500 minutes) time per credit hour per semester. The University's course schedule reflects the need to surpass this minimum to account for potential reductions that may be caused by inclement weather or other unforeseen circumstances.

Thus, for this 3 credit hour class meeting MWF, students can expect to spend a total of approximately 38.5 hours in-class (3 classes at 55 minutes each per week for 14 weeks) and 77 hours out-of-class (~5.5 hours per week reading, writing, and studying).

## Colorado GT Pathways

ENG 102 is designated by the State of Colorado as a Guaranteed Transfer (GT) Pathways General Education course in Written Communication. It is designed to help students:

- Develop the ability to use the English language effectively.
- Read and listen critically.
- Write with thoughtfulness, clarity, coherence, and persuasiveness.

### GT-CO1 Introductory Writing Course Content Criteria:

Deepen Rhetorical Knowledge

a. Focus on rhetorical situation, audience, and purpose.

b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.

c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.

d. Practice reflective strategies.

2. Deepen Experience in Writing

a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, an collaborative projects.

b. Critique one's own and other's work.

3. Deepen Critical and Creative Thinking

a. Evaluate the relevance of context.

b. Synthesize other points of view within one's own position.

c. Reflect on the implications and consequences of the stated conclusion.

4. Use Sources and Evidence

a. Select and evaluate appropriate sources and evidence.

b. Evaluate the relevance of sources to the research question.

5. Deepen Application of Composing Conventions

a. Apply genre conventions including structure, paragraphing, tone, syntax, and style to more extensive or in-depth writing projects.

b. Use specialized vocabulary, format, and documentation appropriately.

### GT-CO1: Course Learning Objectives for competency: WRITTEN COMMUNICATION

*Students should be able to:*

1. Employ Rhetorical Knowledge

a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2. Develop Content

a. Create and develop ideas within the context of the situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions

a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence

a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics

a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.