Composition II: Reasoning & Research

Instructor: Amanda I. Ross  
E-mail: rossa@cwu.edu  
Office: Language & Literature 408A  
Hours: 2-2:50 Mondays & Fridays or by appointment*  
*also Library 191 from 10-11:50 on Wednesdays

Classroom: Language & Literature 354  
Class Hours: 3-3:50 Mondays, Wednesdays, & Fridays

Course Description

English 102 expands on the skills and techniques honed in English 101. In this course, students will further develop skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources.

Prerequisite: completion of English 101 or equivalent course with a C- or better

Course Text


Additional readings will be provided by the instructor.

Blackboard & GroupWise

Each student must ensure that he/she can access both Blackboard and GroupWise (e-mail) for communication purposes. Blackboard is an electronic tool that keeps track of grades and course documents and allows for communication between members of the class and the instructor. All course announcements posted on Blackboard will also be sent to students via GroupWise.  
http://courses.cwu.edu/
Grading

Each student’s final grade will be calculated according to the number of points he/she earns on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Homework &amp; Quizzes</td>
<td>75</td>
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<tr>
<td>In-class Debates &amp; Writing</td>
<td>100</td>
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<tr>
<td>Peer Review Workshops (3x25 points)</td>
<td>75</td>
</tr>
<tr>
<td>Essay 1: Critical Analysis (2-3 pages)</td>
<td>100</td>
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<tr>
<td>Midterm Exam</td>
<td>150</td>
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<tr>
<td>Research Proposal</td>
<td>50</td>
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<tr>
<td>Essay 2: Exploratory Synthesis (4-5 pages)</td>
<td>150</td>
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<tr>
<td>Final Essay: Argumentative (6-8 pages)</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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* Detailed handouts and rubrics will be provided for each major assignment.

University Writing Program Outcomes

By the completion of this course, students should 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.

AND/OR

- Critique source material by accurately summarizing all materials 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:

1. A clear and refined purpose,
2. Development relevant to the purpose,
3. Logical organization,
4. An appropriate tone,
5. Well-crafted sentences,
6. Consistent use of conventions for standard academic English,
7. Accurate in-text citation and end-of-text documentation of sources.
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.

The ARC: Writing Center is available for additional help on writing assignments, during any stage of the writing process. For more information visit Library 190, call (509)963-1270, or go to www.cwu.edu/learning-commons/university-writing-center.

Class Policies

- **Respect one another.** Ten percent of each student’s final grade is based on his/her responsible and respectful participation. Any student whose behavior is disruptive to the instructor or fellow students or whose conduct is disorderly (using inappropriate language, talking out of turn, using cellular phones and other electronic devices in class, etc.) will be reprimanded. At the instructor’s discretion, the student will be asked to leave the class, and the incident will be reported to Student Affairs.

- In the English Department and in this classroom, diversity of perspective is welcomed and celebrated. **No forms of prejudice or discrimination will be tolerated,** including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, socio-economic status, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, contact the Diversity Education Center at (509)963-1685 or see the website at: www.cwu.edu/~diversity/.

- Turn off and put away cellular phones and all other electronic devices for the duration of class. **“Three Strikes” Cellular Phone Policy:** strike one—student will sing his or her ringtone, strike two—student will surrender phone to instructor and lose points for the day, strike three—student will be expelled from class.

- **Start assignments early.** Each student will bring his/her papers to class workshops and, if he/she would like extra help, to the ARC: Writing Center before submitting it. Schedule an appointment: e-mail umwdesk@cwu.edu or call (509)963-1270.

- **Turn in assignments on time.** Late assignments will receive zero points—no exceptions. If a student knows he/she will miss class the day an assignment is due, turn the assignment in early to the English Department office in L&L 423 (must be stamped by secretary) or ask a trusted classmate to submit it in class and on time. An absence does not excuse a student
from turning an assignment in on time. Technical difficulties, such as computer or printer problems, are not acceptable excuses.

- **Assignments may not be revised.** The instructor, however, may offer various extra credit opportunities throughout the quarter (check Blackboard).
- **Avoid academic dishonesty.** The work each student submits must be his/her own. 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 university's Student Rights & Responsibilities Policy will be reported to Student Affairs (see CWU’s policy on academic dishonesty in the catalog: [http://www.cwu.edu/registrar/catalogs](http://www.cwu.edu/registrar/catalogs)).
- **Attend class, be on time, and be prepared.** No more than three absences of any kind are allowed. For each absence beyond the third, a student’s final grade will be dropped one step. For example, if he/she has been absent four times and have a B, that student would earn a B-. However, if a student misses six or more class meetings, he/she will fail the course. A student is considered late if he/she must open the door to enter the classroom. Every two late arrivals equal one absence. If a student is severely tardy, more than ten minutes late, he/she will be marked absent. If a student shows up to class unprepared (missing book, incomplete assignment, no pen/paper, etc.), he/she will be marked absent and lose all available participation points for the day.
- Each student will be held responsible for completing any work assigned while he/she is absent. If a student does miss class, do not contact the instructor to find out what was missed until speaking to at least one classmate and checking Blackboard.

*Write down the names and contact information of two classmates you can call or e-mail for information when you have missed class.*

Name: ____________________________  Name: ____________________________

Phone: ____________________________  Phone: ____________________________

E-mail: ____________________________  E-mail: ____________________________

**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, please give the instructor a copy of your “Confirmation of Eligibility for Academic Adjustments” as soon as possible so we can discuss how to implement the approved adjustments. If you do not have this form, contact the Disability Support Services Office, Bouillon 205 or dss@cwu.edu or 963-2171.
**Schedule of Assignments**

Subject to Change

### Week 1

**Wednesday, September 25**
- Introductions
- Syllabus

*Homework: Purchase required text (Allyn & Bacon Guide to Writing)*

**Friday, September 27**
- Reaction/Response Activity
  - take notes
  - share in small groups
  - class-wide discussion

*Homework: Post on “Discussion Board” (Blackboard); read ch. 1 (Allyn & Bacon)*

### Week 2

**Monday, September 30**
- Reading Quiz
- Discussion of Reading
  - Review: MLA Format & Citation/Documentation

*Homework: Skim ch. 14 (354-70) of Allyn & Bacon*

**Wednesday, October 2**
- Citation/Documentation Quiz
- Review: Rhetorical Situation

*Homework: complete handout (submit Friday, October 4)*

**Friday, October 4**
- Academic Essays: General Guidelines for English 102
- What is a Critical Analysis?
- Free-Write on Current Event

*Homework: read 103-5 & 171-86, post on Discussion Board*

### Week 3

**Monday, October 7**
- Critical Analysis Essay Assigned: Purpose & Guidelines
- In-Class: Practice Critical Analysis

*Homework: read Critical Analysis source-text and take notes; read Allyn & Bacon 99-113*
Wednesday October 9
**MEET IN LIBRARY (Computer Lab 1st floor)**
Library Instruction
*Homework: read Allyn & Bacon 226-33, complete databases handout*

Friday, October 11
Fallacies
In-Class Debate: Exploratory
*Homework: bring notes from Critical Analysis source*

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**Week 4**

Monday, October 14
Fallacies Quiz
Essay Organization
Thesis Statements
*Homework: begin typing essay*

Wednesday, October 16
**NO CLASS MEETING (Faculty Development Day)**
*Homework: prepare rough draft of essay (bring one hardcopy for Friday)*

Friday, October 18
Peer Review Workshop
*Homework: prepare final draft of essay*

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**Week 5**

Monday, October 21
**CRITICAL ANALYSIS DUE**
Exploratory Essay Assigned: Purpose & Guidelines
What Makes for a “Good” Topic?
*Homework: read 128-43: Writing an Exploratory Essay/Annotated Bibliography*

Wednesday, October 23
Brainstorming Topics
Being Objective
*Homework: researching and drafting essay*

Friday, October 25
Examine Sample Essay
*Homework: continue drafting essay*
Week 6

Monday, October 28
Review: Sentence Structure & Word Choice
*Homework: prepare copy of rough draft for peer review*

Wednesday, October 30
Peer Review: Exploratory Essay
*Homework: continue revising essay*

Friday, November 1
Library/Research Day
*Homework: prepare final draft*

Week 7

Monday, November 4
EXPLORATORY ESSAY DUE
Free-write: Reflecting on your research/writing process for latest essay
In-Class Discussion Current Event
*Homework: post on Discussion Board (following instructions Online)*

Wednesday, November 6
Study Guide: Midterm Exam
*Homework: study for midterm*

Friday, November 8
MIDTERM EXAM
*Homework: relax (or read ahead)*

Week 8

Monday, November 11
NO CLASS MEETING (Veterans Day)
*Homework: read 206-27: Writing a Classical Argument*

Wednesday, November 13
Research Proposal Assigned
Examine Sample Proposal
Select Debate Topic
*Homework: brainstorm research topics, reach 245-54: Proposing a Solution*
Friday, November 15
Argumentative Essay Assigned
From Proposal to Essay
Homework: researching and drafting proposal/essay

Week 9

Monday, November 18
Review Sample Essay
Homework: researching and drafting proposal/essay; prepare for in-class debate

Wednesday, November 20
Library/Research
Homework: prepare for in-class debate, begin handout

Friday, November 22
In-Class Debate (topic to be determined Nov. 13)
Complete Debate Handout
Homework: prepare Research Proposal

Week 10

Monday, November 25
RESEARCH PROPOSAL DUE
Lecture/Discussion TBD
Homework: begin drafting Argumentative Essay

Wednesday, November 27
NO CLASS MEETING (Thanksgiving Recess)

Friday, November 29
NO CLASS MEETING (Thanksgiving Recess)

Week 11

Monday, December 2
Final Essay Dos & Don’ts
General Questions-Answers
Homework: prepare rough draft for peer review

Wednesday, December 4
Peer Review: Argumentative Essay
Homework: continue revising essay
Friday, December 6

Course Evaluations
Posting Essays on Blackboard
End of Quarter Party?

*Homework: prepare final draft of essay*

***FINALS WEEK***

Wednesday, December 11

ARGUMENTATIVE ESSAY DUE

*Post Essay on Blackboard by 11:59 PM (late assignments will not be accepted)*