### Course Information

**Instructor:** E. “Rick” Hutchins, Jr.  
Language and Literature (L&L) Room 403I  
E-mail: [e.rick.hutchins@cwu.edu](mailto:e.rick.hutchins@cwu.edu), please include “English 102” in your subject

**NOTE:** In order to foster a stronger learning community, general questions about the course and material should be posted to the General Q&A discussion board. I will not respond to emails about these matters. Emails should be reserved for scheduling an appointment. Additionally, I will only respond to student emails from @cwu.edu addresses. Finally, I will only discuss grades or matters of a personal nature in a face-to-face meeting.

**Office hours:**  
On Campus, Mondays and Wednesdays 10:00 - 10:45 or by appointment  
Online, Fridays, 10:00 - 10:45. You may also reach me during office hours and at other times using Canvas, email, or the Q&A Discussion Group on Canvas. **NOTE:** I do not discuss grades or scores with students between classes or in the halls. In order to discuss your performance in the class, you MUST meet with me during office hours or during a scheduled appointment.

**Course time:** Monday, Wednesday, Friday 11:00 - 11:50  
**Location:** MacIntyre Hall (Music building) 117

### Course Description

This course will help you to develop the skills necessary for academic writing. Through assignments involving critical reading, response, and research, you will generate complex questions, explore multiple perspectives, and write summaries, responses, and research proposals. The culminating assignment for the course is an essay in which you argue a research issue relevant to you and to others in your class.

### Course Texts


*Microsoft Word 2007-2010:* **NOTE:** *Microsoft* or *Macintosh Works, Pages,* or other similar programs are not acceptable. You may buy a student version of MS Office 2010 for approx. $89 at the student bookstore, download the free 60-day trial version (wait one week to install it), or use the CWU Computer labs to convert and save your work.

### Students with Disabilities

Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202 immediately.

### Other

Because of the prevalence of allergies and sensitivities, including my own, to strong fragrances, I ask that you do not use strongly scented deodorants, perfumes, etc. Should you choose to use products such as Ax, Chanel, etc., you may be asked to sit in the back of the classroom or even leave for the day.
The University Writing Program Outcomes
In English 102, you will focus on the following outcomes:

- 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 logical progression in arguments.
- Describe the interrelationship between style and meaning in the writing of others and adjust style to enhance meaning in their own writing.
- Take, develop, and support a position on a question at issue AND/OR critique source material.

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.

Writing Program Expectations
The Program's faculty recognizes that writing is a process and that writers depend on a community of readers. We thus expect you to participate in your courses in the following ways:

- prewriting to inquire, reflect, focus, 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 assess your own 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.

These items are connected to your grade as defined in the “Citizenship” section.
Your final grade for this course will be determined by the number of points accumulated at the end of the quarter out of a total possible regular score of 1000. The points are distributed across various categories and final grades are assigned as illustrated in the charts below.
Citizenship

I expect you to participate conscientiously, attend each class period, complete assignments on time, conduct yourselves in class responsibly, and demonstrate academic integrity.

Participation

This is a difficult item to grade, and you might think it "subjective." However, several things reveal how involved you are in the course. Your level of participation in both large-group and small-group discussions: how many, how consistent, and how thoughtful are the comments you make, as well as the questions you ask. Your record of performance on quizzes: do your scores fluctuate, indicating sporadic attention to the course material? The thoughtfulness and style of your papers: are they dashed off? somewhat thoughtful? very thoughtful? The thoughtfulness of your answers on exams: do they reveal careful and attentive preparation? Your discussions with me outside of class: do they evince a conscientious student? Your attitude: what do your tone, demeanor, perpetual tardiness, perpetual excuses reveal about your conscientiousness? These aspects help you maintain, lose, or gain credibility. You are welcome to ask me any time during the quarter how you are doing in terms of participation or credibility. I may use participation when awarding your final grade for the course by lowering or raising your grade one full letter. In other words, just as your grade may suffer by exceptionally poor participation, it may benefit from exceptionally fine participation.

Attendance Policy

My attendance policy is extremely egalitarian; if you are not in class for ANY reason, you are absent. There is no such thing as an excused absence (though I think I'm reasonable). However, merely being in class every day does not guarantee "attendance:" Being in class is a minimum, a basic requirement (it might even be considered less than adequate). Attendance is evaluated based upon the following:

- You begin the quarter with three attendance laurels.
- Be punctual: you will lose one attendance laurel if you are tardy twice or are very late to a single class.
- You will lose one attendance laurel if . . .
  - you are not prepared for class (homework ready, readings complete, workshop materials in-hand, etc.) or otherwise do not put forth effort to meet the "Writing Expectations" listed above.
  - you answer your cell phone in class, leave the classroom to answer your cell phone, or are "texting" during class.
  - you are reading non-class related material during the class period (including studying for other classes).
- Every 6 days of attendance, you will gain 1 attendance laurel (a one-up).
- At the end of the quarter, you will receive 25 citizenship points for each laurel up to four. Each laurel above 4 will receive an additional five points (for a maximum total of 115 points).
- Ending the quarter with fewer than 4 attendance laurels remaining may result in an additional lowering of your final score by 50 to 100 points. Ending the quarter with no laurels remaining may result in an automatic "game over" (failure) for this course.
Paper Rewrite Policy

In general, paper rewrites are not allowed; however, I will occasionally ask for rewrites if a paper does not meet the basic rubric requirements – if requested, rewrites must be submitted within one week of the request and will receive no more than 50 percent score on the assignment.

Completing all assigned work for this class is a minimum requirement of the course; not completing any given assignment may result in failure of the course. Not completing three weekly quizzes during the quarter or missing six or more journal entries will likely result in a score of zero for the respective portion of your grade. Not completing five or more weekly quizzes or missing ten or more journal entries (combined) during the quarter may result in a lowering of your total points by an additional 100 points. Two suggestions for minimizing missed assignments, especially those that occur as a result of absences, are to write down the name of two classmates you can turn to for missed information and to check Blackboard daily for assignments, readings, and other class notes. Neither make-up quizzes (for those given in-class) or paper rewrites are permitted in this class.

Classmate 1: __________________________________________________

Classmate 2: __________________________________________________

Responsible Class Conduct

What follows may seem obvious, but I have noticed that people have different understandings of "responsible" class conduct. To avoid hard feelings or misunderstandings, let me tell you what I expect:

I expect you to come to class on time, stay until the end, and pay attention while here. Coming late, leaving early, reading, talking to friends, opening crinkly wrappers, popping open soda cans, snapping or popping your gum, or playing with your cell phone are all disruptive, and, frankly, rude to me and your classmates. I expect you to be prepared with drafts on workshop days. I expect you to participate fully with your assigned peer group and provide adequate (at least) and meaningful input during your workshop sessions. I expect participation in class discussions, both in class and on Blackboard. We are all responsible for maintaining the learning environment here. Please, be considerate.

Academic Honesty (or lack thereof)

Plagiarism is presenting as your own the IDEAS OR WRITING of someone else without proper recognition of the sources. Plagiarized papers will receive an F, at least. I may fail you for the course for plagiarizing a single assignment. University Policy requires that serious cases of plagiarism, which are a violation of the Student Code of Conduct, be reported to Student Affairs. Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade. (Thanks to Dr. Steven Olson for the inspiration and much of the content of this Citizenship policy)
Winter Quarter 2015 - English 102
English Composition II: Reasoning and Research

Course Calendar

A complete, detailed calendar for the quarter is available under the Calendar function of the Blackboard course and may be printed out in its entirety beginning the first day of class. Additionally, you may download a .pdf of the full calendar under the "Course Documents" Button. Below are the weekly event dates and due dates for Major Assignments.

Weekly Schedule

**Weekly Readings** can be found on the Blackboard Calendar. Each week you are assigned from one to two chapters from *The Writer's Harbrace Handbook*. It is your responsibility to check the calendar each day, or week, for the appropriate readings. The entire course reading calendar may be printed out following the first day of class. Occasionally, you may be assigned an outside article or other reading in addition to the regular textbook readings; these readings will always be assigned at least one week in advance.

**Journal Entries** are due between EVERY scheduled class period. Entries should be made between the end of class and the beginning of the next class. Entries made in the same time period as other entries (two entries between the same classes) or made during a scheduled class period will not be scored. For information on what the content of these entries should be, see the next page.

**Weekly Quizzes** on the assigned reading from *The Writer's Harbrace Handbook*, 5th edition will be posted every Thursday at 12:00 am and turn off promptly at 11:59 pm. It is your responsibility to log into Canvas anytime every Thursday and take the quiz. Quizzes should take no more than 30 minutes; however, to allow for various needs, all quizzes will be timed to 45 minutes. At the end of the quarter, all quizzes will be averaged to calculate the final quiz score. In other words, your score will equal the percentage of correct answers out of the total number of questions asked.

It is your responsibility to take your quiz on a reliable computer with a reliable Internet connection.
I will not re-enable quizzes for students under any circumstances - NO EXCEPTIONS.

Paper Due Dates

All Papers must be submitted to Blackboard in .doc or .docx format prior to 12:00 pm on their respective due date. I do not grant individual extensions on papers; however, I reserve the right to grant a class-wide extension if deemed necessary - though you should not count on it.

**Informal Topic Proposal:** January 16
**Source Summary - Academic:** January 26
**Source Summary - Argument:** February 18

**Formal Paper Proposal:** February 20
**Final Argument Paper:** March 13
**Final Assignment:** March 18

The Informal Topic Essay, the Formal Paper Proposal, and the Final Assignment MUST be turned in on time, or you will receive the incomplete paper score as outlined below. A Formal Paper Proposal must be submitted to be eligible to write a Final Argument Paper and successfully complete this course.
The late paper policy for this class is as follows:
Unless otherwise specified, papers may be turned in one day (24 hours) late for an automatic 10 percent reduction, two days (48 hours) late for an automatic 20 percent reduction, or three days late for an automatic 50 percent reduction. Papers more than three days (72 hours) late and up one week late will be accepted with no score. Papers will not be accepted more than one week late under ANY circumstances and will result in the lowering of your final score by the number of points the paper was worth in addition to the loss of the paper score. (Note: the standard department policy for students who miss major assignments is to fail the student from the course.)

Exams

There are two exams in this class. You must take the exam on the specified date. Make-up exams are not allowed for any reason. The exam will be online in place of the weekly quiz.

Online exam on logical fallacies and MLA formatting and citation - February 12, 2015.
Online Final exam (200 quiz points) - March 17, 2015.

Disclaimer

While I make every effort to have an accurate syllabus and to abide by the grading and schedule as set forth herein, I reserve the right to make minor adjustments as necessary to accommodate time and error.

The Schedule of assignments can be found on Blackboard Calendar.

Journal Guidelines

- 3 points per entry X 27 possible entries = 81 possible points.
- Each entry must be at least 100 words, there's no length max. limit
- 3 entries per week – one between Monday and Wednesday, one between Wednesday and Friday, and one between Friday and Monday. Entries begin with the first day of class (Wednesday) and exclude MLK day and Presidents’ Day, when only 1 entry is required between surrounding classes.
- The entries should reflect on English 102 or CWU academics in general; however, an occasional deviation will not adversely affect your score.
- Entries should be typed directly into the journal and not uploaded as a doc, docx, etc. (Think Facebook Status update)
- Entries should not be used to communicate issues that are better suited for email (e.g. questions about assignments, absence excuses).