Syllabus: English 102, Section 001: “Our Relationship to Land”
Composition II: Reasoning and Research

Instructor: Taneum Bambrick   Course Time: MWF 8-8:50am
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Office: L&L 420     Office Hours: MW 9-10am, T 12:00-1:00

“Vigorous writing is concise. A sentence should contain no unnecessary words, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all sentences short or avoid all detail and treat subjects only in outline, but that every word tell.”


Course Description
English 102 is an intensive writing course that continues to emphasize the clear, focused writing you developed in English 101. In this course we will assess, understand, and critique the rhetoric and overall effectiveness of source material. Additionally, you’ll have the chance to write an argument of your own by employing a variety of strategies and sources in attempts to reach a target audience with a message of your choice. Through identifying and learning from the effective reasoning skills in the work of others, you’ll practice creating your own arguments in papers. We will work with a wide variety of source material from a number of mediums—including NPR segments, Ted Talks, political speeches, essays and creative non-fiction—all in attempts to better understand the complexity of rhetoric and how it functions in our lives.

Course Outcomes
Upon successful completion of the course, the student will 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.
- Critique source material by accurately summarizing all materials used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features.
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.

Required Course Texts
Suggested (should have bought for English 101): Glenn, Cheryl and Lori Gray. The Writer’s Harbrace Handbook

Classroom Policies

- 50 points of your overall grade are based on your preparation and participation.
  - To receive full credit, you must arrive on time, participate in class, bring your books, and have all your homework completed by the time class starts.
  - On peer review days, students must have a complete rough draft of their essays. You must bring four hard copies for peer review. If you fail to comply with these rules you will receive an absence for that day.
  - You are expected to attend every class, so you can expect your course grade to start dropping after three absences, whether excused or not. For each absence beyond the three, your grade will be dropped one step. For example, if you have been absent four times and have a B- average, you will be assigned a C+. If you miss more than six classes, you will receive a failing grade for the course. Two tardy days (or leaving early) equals one absence.
  - When you do miss class, remember to talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent.

- No late work, unless arrangements were made in advance, is accepted.

- You may revise either the Synthesis or the Rhetorical Analysis essay for up to 50% of the points you missed when you first turned in the essay. Rewrites are due by March 3rd and must be turned in with the edited version of your essay stapled to your revision.

- 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 Student Code of Conduct may be reported to Student Office of Rights and Responsibilities.
Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using offensive language, or using electronic devices in class) will be counted as absent for the class hour (see the absence policy above) and possibly asked to leave.

ADA Statement
CWU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options for removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

Inclusivity Statement
Diversity is welcomed and celebrated in this class, including that represented by people of different ages, colors, abilities, genders, national origins, political affiliations, races, religions, sexual orientation, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, go to the Center for Diversity & Social Justice at www.cwu.edu/diversity.

Grading
Your final grade is calculated according to the number of points you earn. In addition to what’s listed below, I may assign other assignments or quizzes throughout the quarter.

Rhetorical Analysis Essay: 100
Reading Responses: 30
Synthesis Analysis Essay: 150
Annotated Bibliography: 25
Public Argument Essay: 200
Reading and Participation: 50
Final Exam: 50

Final grade /605

Essays submitted for grading should have these features:

- A clear and complex purpose
- Thoughtful development relevant to the purpose
- Logical organization
- An appropriate tone
- Well-crafted sentences
- Consistent use of conventions for standard academic English, and accurate in-text citation and documentation of sources in a work’s cited page or annotated bibliography.

English 102 Tentative Schedule

Week 1
Unit 1

Wednesday, Jan 4th

*Agenda:* introductions!
- Brief discussion of rhetoric using SNL skit

*Homework:* read and annotate Allyn & Bacon “What is Rhetoric” (16-22) and pages (58-61)
- Read “The View from Two Sides of the Standing Rock Front Lines” by Jack Healy, *New York Times*

Friday, Jan 6th

*Agenda:* discussion of reading
- Watch Standing Rock film
- Lecture on rhetoric: ethos, pathos, logos
- Define rhetorical situation: audience, context (and/or genre), purpose

*Homework:* read and annotate Allyn & Bacon “paraphrasing” (559-562)

Week 2

Monday, Jan 9th

*Agenda:* lecture on paraphrasing, visual sources, and quote integration.
- Paraphrasing and textual analysis activity using Tod Biggelow photo.

*Homework:* read and annotate Allyn & Bacon “Thesis Statements” (37-42)
- Read Junot Diaz “The Money”

Wednesday, Jan 11th

*Agenda:* lecture on thesis statements for the rhetorical analysis essay
- Discussion of “The Money”
- Group thesis statement exercises using Diaz’s essay

*Homework:* read Allyn & Bacon “Introductions” (42-46)

Friday, Jan 13th

*Agenda:* introductions lecture
- Use sample thesis statements to draft introductions
- Group writing activity
- Quick discussion of homework and “outline” expectations

*Homework:* read Francisco Cantu’s “Bajadas.” Write a one “Reading Response” paragraph describing the implicit argument and rhetorical strategies you notice in this essay. Bring one hard copy to class on Wednesday, January 18th.
- Select the text you’d like to use for your Rhetorical Analysis Essay

Week 3

Monday, Jan 16th NO CLASS

Wednesday, Jan 18th

*Agenda:* discuss “Bajadas” and “Reading Responses”
- Lecture on paragraph structure. PIE (Point, Illustration, Explanation)
-Body paragraph activities

**Homework:** begin work on introduction, thesis, and body paragraphs.

-Schedule a meeting with Taneum (optional)

-Read Sample Student Essay

Friday, Jan 20th

**Agenda:** lecture on conclusions

-Review “works cited” expectations

-Group conclusions activity

-Essay help and in-class work time (if time)

**Homework:** complete Rhetorical Analysis Essay Rough Draft

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**Week 4**

Monday, Jan 23rd

**Agenda:** **bring four hard copies of your Rhetorical Analysis Essay Rough Draft to class**

-peer review

**Homework:** finish final draft of Rhetorical Analysis Essay

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**Unit Two**

Wednesday, Jan 25th

**Agenda:** **Rhetorical Analysis Essay Due**

-Include rough drafts with peer edits

-Introduction of Unit Two and Synthesis Essay

-Discussion of photograph

**Homework:** read Allyn & Bacon “Analyzing and Synthesizing Ideas” (pg 301)

-Read Allyn & Bacon “Fallacies” (351-352)

-Read “Tales from a Black Girl on Fire or Why I Hate to Walk Outside and See Things Burning” Camille T Dungy

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Friday, Jan 27th

**Agenda:** synthesis: discussion of reading and photograph

-Discuss rhetorical fallacies and synthesis

**Homework:**

-Read Dam articles: “At the Dam” by Joan Didion, and “Our Dams Support us; it’s Time we Support Them,” Rep. Cathy McMorris Rodgers

-Write a “Reading Response” paragraph describing a rhetorical fallacy you noticed in either of the articles. Bring one hard copy to class on Monday Jan 30th

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**Week 5**

Monday, Jan 30th

**Agenda:** discuss paragraphs in groups

-Further lecture on synthesis using sample essays

**Homework:**

Reading TBD
Wednesday, Feb 1st

**Agenda:** discussion of reading
- Thesis statement workshops and essay drafting activities

**Homework:**
- Read “What We Mourned When We Mourned Cecil,” by Kerry Howley

Friday, Feb 3rd

**Agenda:** discuss reading
- Guided listening: “The Rhino Hunter,” NPR
**Homework:** write a “Reading Response” paragraph comparing one rhetorical device you noticed in both the article and the podcast. Bring one hard copy to class on Monday Feb 6th.

**Week 7**

Monday, Feb 6th

**Agenda:** discussion of paragraphs
- In-class essay outline
- Group activity
**Homework:** select two sources for Synthesis Essay
- Develop an outline

Wednesday, Feb 8th

**Agenda:** discuss and expand sample outlines
- In class reading and discussion of sample student essay
**Homework:** complete Synthesis Essay Rough Draft

Friday, Feb 10th

**Agenda:** **Synthesis Essay Rough Draft due (three hard copies)**
- Peer review
**Homework:** begin editing Synthesis Essay Rough Draft

**Week 8**

Monday, Feb 13th

**Agenda:** lecture on synthesis revision
- In-class essay help
**Homework:** finish Synthesis Essay

Unit Three

Wednesday, Feb 15th

**Agenda:** **Synthesis Essay due** one hard copy and attach three peer-edited rough drafts.
- Discussion of Unit Three
- Begin Damnation
**Homework:** read Allyn & Bacon “Research and Sources” (519-524)

Friday, Feb 17th
**Agenda:** guided watching: *Damnation*, continued

**Homework:** read/review Allyn & Bacon “Annotated Bibliography” (165) and “Articulating Reasons”-“Appeals to Pathos” (pgs: 337-350)
- Select a subject and begin looking at potential sources
- **Bring Harbrace to class on Friday**

**Week 9**

**Monday Feb 20th NO CLASS**

**Wednesday, Feb 22nd**

**Agenda:** finish *Damnation*
- Discuss Annotated Bibliography

**Homework:** review Allyn & Bacon, how to avoid plagiarism “When Writing your Draft” (572).
- Begin work on Annotated Bibliography

**Friday, Feb 24th**

**Agenda:** bring three hard copies of Annotated Bibliography Rough Draft
- Peer review using Harbrace

**Homework:** complete Annotated Bibliography
- Schedule a meeting with Taneum (optional)

**Week 10**

**Monday, Feb 27th**

**Agenda:** **Turn in Annotated Bibliography**
- In-depth discussion of Public Argument Essay assignment
- Discussion of genre
- Read sample student essay

**Homework:** begin work on Public Argument Essay Rough Draft
- Schedule meeting with Taneum (optional)

**Wednesday, March 1st**

**Agenda:** research day
- Come prepared with sources and Annotated Bibliography

**Homework:** continue to work on Rough Draft of Public Argument

**Friday, March 3rd**

**Agenda:** essay drafting activities using templates
- In-class essay assistance

**Homework:** finish Public Argument Essay Rough Draft

**Week 11**

**Monday, March 6th**

**Agenda:** **three hard copies of Public Argument Essay Rough Draft Due**
- Peer review
Homework: edit Rough Draft

Wednesday, March 8th
Agenda: additional essay help
- revision lecture
Homework: complete final Public Argument Essay

Friday, March 10th
Agenda: review for exam
- Goodbyes!
Homework: study

Finals Week

Tuesday, March 14th
Final Exam: location TBD