Composition II: Reasoning & Research

Instructor: Amanda I. Ross  
E-mail: rossa@cwu.edu  
Office: Language & Literature 408A  
Hours: 1-1:50 Mondays & Fridays or by appointment*  
*also Library 191 from 10-10:50 on Wednesdays

Classroom: Black Hall 142  
Class Hours: 12-12:50 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/
Each student’s final grade will be calculated according to the number of points he/she earns on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>100</td>
</tr>
<tr>
<td>Homework &amp; Pop Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Free-Writes (5x5 points)</td>
<td>25</td>
</tr>
<tr>
<td>MLA &amp; Proofreading Test</td>
<td>35</td>
</tr>
<tr>
<td>In-class Debates &amp; Write-Up</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review Workshops (3x25 points)</td>
<td>75</td>
</tr>
<tr>
<td>Online Responses (4x10 points)</td>
<td>40</td>
</tr>
<tr>
<td>Essay 1: Critical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Essay 2: Exploratory Synthesis</td>
<td>150</td>
</tr>
<tr>
<td>Final Research Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final Essay: Argument</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

* 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, and (6) 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 Academic & Research Commons (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 http://www.cwu.edu/learning-commons/university-writing-center

Class Policies

- **Respect one another.** 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).

- **Academic dishonesty, in all of its forms, will not be tolerated and will be dealt with severely.** 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 will be reported (CWU’s policies: http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027).

- **Attend class, be on time, stay for the duration, 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 all 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. Points may be made up by completing available extra credit.

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

Monday, January 6
  Introductions
  Syllabus
Homework: Purchase required text (Allyn & Bacon Guide to Writing)

Wednesday, January 8
  Review: MLA Format & Citation/Documentation
  Essay Organization & General Guidelines

Friday, January 10
  Reaction/Response Activity
    - take notes
    - share in small groups
    - class-wide discussion
Homework: Response 1 on “Discussion Board” (Blackboard); read ch. 1 (Allyn & Bacon)

Monday, January 13
  Discussion of Reading
  Plagiarism
Homework: Skim ch. 14 (354-70) of Allyn & Bacon

Wednesday, January 15
  MLA Test
  Review: Rhetorical Situation
Homework: complete handout (submit Friday)

Friday, January 17
  What is a Critical Analysis?
  Free-Write 1: Current Event/Hot Topic
Homework: read 103-5 & 171-86, share Free-Write online

Monday, January 20 (Holiday)
  NO CLASS
  Martin Luther King, Jr. Day
Homework: read Allyn & Bacon 99-113
Wednesday, January 22
Critical Analysis Essay Assigned: Purpose & Guidelines
Proofreading Test
_Homework: read Critical Analysis source-text and take notes; read Allyn & Bacon 226-33_

Friday, January 24
Rhetorical Fallacies
In-Class: Practice Critical Analysis
_Homework: complete Response 2; bring notes from Critical Analysis source_

---

**Week 4**

Monday, January 27
Fallacies Quiz
Thesis Statements
_Homework: begin typing essay_

Wednesday, January 29 (Study Day)
_NO CLASS_
_Faculty Development Day_
_Homework: prepare rough draft for peer review (bring hard copy to next class)_

---

Friday, January 31
Peer Review Workshop
_Free-Write 2: Current Even/Hot Topic_
_Homework: prepare final draft of essay_

---

**Week 5**

Monday, February 3
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, February 5
Brainstorming Topics
Being Objective
_Homework: researching and drafting essay_

Friday, February 7
Examine Sample Essay
_Free-Write 3: Current Essay-Concerns, Questions, Statements_

---
Homework: continue drafting essay

**Week 6**

**Monday, February 10**  
Review: Sentence Structure & Word Choice  
*Homework: prepare copy of rough draft for peer review*

**Wednesday, February 12**  
Peer Review: Exploratory Essay  
*Homework: prepare final draft*

**Friday, February 14**  
EXPLORATORY ESSAY DUE  
Free-Write 4: Reflecting on your research/writing process for latest essay  
In-Class Discussion Current Event  
*Homework: post Response 3 (following instructions Online)*

**Week 7**

**Monday, February 17 (Holiday)**  
NO CLASS  
President’s Day

**Wednesday, February 19**  
Study Guide: Midterm Exam  
*Homework: study for midterm*

**Friday, February 21**  
MIDTERM EXAM  
*Homework: relax (or read ahead)*

**Week 8**

**Monday, February 24**  
Argumentative Essay Assigned  
Class Debate Assigned  
*Homework: read 206-27: Writing a Classical Argument, brainstorm debate topics*

**Wednesday, February 26**  
Select Debate Topic  
Research Presentation Assigned
Homework: brainstorm paper topics, read 245-54: Proposing a Solution

Friday, February 28
  Review Sample Essay
  Free-Write 5: What are you going to write about? Why?
Homework: researching and drafting essay

Week 9

Monday, March 3
  Library/Research
Homework: researching and drafting essay; prepare for debate

Wednesday, March 5
  In-Class Debate
Homework: prepare for in-class debate, begin handout

Friday, March 7
  In-Class Debate (continuation/wrap-up)
  Complete Debate Handout
Homework: post Response 4

Week 10

Monday, March 10
  Final Essay: Dos & Don’ts
Homework: draft Argumentative Essay

Wednesday, March 12
  Sample Research Presentation
Homework: type a draft of Argumentative Essay (bring 1 hard copy to class Friday)

Friday, March 14
  Peer Review
Homework: prepare for Research Presentation

FINALS WEEK

Day & Time TBD (check Safari)
  Final Research Presentations
  ARGUMENTATIVE ESSAY DUE by 7:00 PM via Blackboard. Late assignments will not be accepted—no exceptions.