Composition II: Reasoning & Research

Instructor: Amanda I. Ross  
E-mail: rossa@cwu.edu  
Office: Language & Literature 408A  
Hours: 12-12:50 Mondays & Fridays or by appointment*  
*also Library 191 from 10-10:50 on Wednesdays

Classroom: Hogue Hall 229  
Class Hours: 1-1:50 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>Activity</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 Tests (25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>In-class Debate &amp; Write-Ups</td>
<td>100</td>
</tr>
<tr>
<td>Peer Review Workshops (3x25 points)</td>
<td>75</td>
</tr>
<tr>
<td>Discussion Board Responses (5x10 points)</td>
<td>50</td>
</tr>
<tr>
<td>Essay 1: Critical Analysis (3 pages)</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Essay 2: Exploratory (5 pages)</td>
<td>125</td>
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<tr>
<td>Final Research Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Final Essay: Argument (7 pages)</td>
<td>200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

* Detailed handouts and rubrics will be provided for each major assignment.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-930</td>
</tr>
<tr>
<td>A-</td>
<td>929-900</td>
</tr>
<tr>
<td>B+</td>
<td>899-870</td>
</tr>
<tr>
<td>B</td>
<td>869-830</td>
</tr>
<tr>
<td>B-</td>
<td>829-800</td>
</tr>
<tr>
<td>C+</td>
<td>799-770</td>
</tr>
<tr>
<td>C</td>
<td>769-730</td>
</tr>
<tr>
<td>C-</td>
<td>729-700</td>
</tr>
<tr>
<td>D+</td>
<td>699-670</td>
</tr>
<tr>
<td>D</td>
<td>669-630</td>
</tr>
<tr>
<td>D-</td>
<td>629-600</td>
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<tr>
<td>F</td>
<td>599-0</td>
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**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.
- 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.

- **Academic dishonesty, in all of its forms, will not be tolerated and will be dealt with according to the professor’s discretion within the guidelines set forth by the University.** The assignments each student submits must be his/her own original work. Any cases of academic dishonesty (including but not limited to colluding, copying, and plagiarism in all of its forms) will result in a failing grade for the assignment and may result in a failing grade for the class. Quizzes and tests are not collaborative; ensure there is no semblance of collusion, copying, etc. Furthermore, violations of the university’s Student Rights & Responsibilities may be reported: (http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027). See also the “Plagiarism” PowerPoint on Blackboard.

- **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. The instructor will close the door at the beginning of class and take roll. A student is considered late if he/she arrives after roll is called. Every two late arrivals equal one absence. If a student is severely tardy, more than five 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. If a student falls asleep, he/she will be marked absent.

- **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.

- **Exchange contact information** with at least one classmate who you will contact with questions, ask questions of if you miss class, and trust to submit work if you will be absent.

- **Overall, using common sense** will help to ensure that we have a successful quarter!

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**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, April 2
Introductions
Syllabus
General Essay Guidelines

*Homework: Purchase required text Allyn & Bacon Guide to Writing (Concise 6th edition)*

Friday, April 4
Discussion Board/Free-write Guidelines
Reaction/Response Activity 1
- take notes
- share in small groups
- class-wide discussion

*Homework: Response 1 on “Discussion Board” (Blackboard); read Allyn & Bacon 4-32*

Week 2

Monday, April 7
Discussion of Reading
Review: MLA Format & Citation/Documentation
Plagiarism

*Homework: read Allyn & Bacon 33-48*

Wednesday, April 9
MLA Test
Review: Rhetorical Situation

*Homework: read Allyn & Bacon 50-7*

Friday, April 11
Essay #1 Assigned: What is a Critical Analysis?
Free-Write 1: Environmentalism/Going “Green”

*Homework: read Allyn & Bacon 58-65 & 86-94—take noes on “Why Bother?” by Michael Pollan); answer questions 1 and 2 on 93-4; bring book to class Monday*

Week 3

Monday, April 14
Thesis Statements
Proofreading Test

*Homework: read Allyn & Bacon 220-233; draft Critical Analysis*
Wednesday, April 16
Rhetorical Fallacies
Sample Critical Analysis
Homework: re-read Critical Analysis source-text; read Allyn & Bacon 274-87; continue drafting essay

Friday, April 18
Response/Discussion Activity 2
Peer Review: Critical Analysis
Homework: Discussion Board #2 (due by class time Monday), revise and polish Critical Analysis

Week 4

Monday, April 21
CRITICAL ANALYSIS DUE
Essay #2 Assigned: Exploratory Essay
What Makes for a “Good” Topic?
Homework: read 128-36

Wednesday, April 23
Brainstorming Topics
Maintaining Objectivity
Fallacies Quiz
Homework: read 136-43

Friday, April 25
Library/Research Day
Free Write 2: TBD
Homework: begin drafting Exploratory Essay

Week 5

Monday, April 28
Review: Sentence Structure & Word Choice
Homework:

Wednesday, April 30
Sample: Exploratory Essay
Homework: researching and drafting essay

Friday, May 2
Discussion/Response 3
Peer Review: Exploratory Essay
Homework: post on Discussion Board; revise and polish essay
Week 6

Monday, May 5
EXPLORATORY ESSAY DUE
Homework: read 334-40

Wednesday, May 7
Study Guide/Review: Midterm
Free Write 3: TBD
Homework: study for Midterm

Friday, May 9
MIDTERM EXAM
Homework: read 341-53

Week 7

Monday, May 12
Essay #3 Assigned: Argumentative Essay
Class Debate Assigned
Homework: read 288-92

Wednesday, May 14
Brainstorm Debate Topics
Research Presentation Assigned
Homework: read 292-304

Friday, May 16
Select Debate Topic
Homework: Discussion Board 4; read 305-23

Week 8

Monday, May 19
Library/Research Day
Homework: compile notes for debate

Wednesday, May 21
Class Debate: Topic TBD
Homework: read 245-54: Proposing a Solution
Friday, May 23  
Class Debate Wrap-Up  
Free-Write 4: TBD  
*Homework: researching and drafting essay*

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**Week 9**

Monday, May 26 (Holiday)  
NO CLASS—MEMORIAL DAY  
*Homework: researching and drafting essay; complete debate handouts*

Wednesday, May 28  
Sample Argumentative Essay  
*Homework: researching and drafting essay*

Friday, May 30  
Response/Discussion 5  
*Homework: Discussion Board; drafting essay*

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**Week 10**

Monday, June 2  
Final Essay: Dos & Don’ts  
*Homework: drafting essay*

Wednesday, June 4  
Sample Research Presentation  
*Homework: type a draft of Argumentative Essay for peer review*

Friday, June 6  
Peer Review: Argumentative Essay  
*Homework: prepare for Research Presentation*

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**FINALS WEEK**

Day & Time TBD (check Safari)  
Final Research Presentations  
ARGUMENTATIVE ESSAY DUE by 7:00 PM via Blackboard.