English 102.022: Composition II, Reasoning and Research

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Office Hours: MWF 11-11:50 or by appointment
Office: Library 191
We Meet: 10-10:50, MWF
Classroom: Hogue 223

Required Text
- This book need to be brought to class every day. Additional required readings will be posted to Blackboard as needed.

Optional Text
- While not required, this book includes valuable information on citation, documentation, and grammar that can be helpful beyond this course.

Course Description
English 102 is an intensive writing course that continues the emphasis on clear, focused writing from English 101. Students will develop skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. Prerequisite: Completion of English 101 with a C- or better.

University Writing Program and Course Outcomes
In English 102, students focus on the following outcomes:
- perceiving and relating various perspectives on a question at issue and formulating generalizations about those relations;
- identifying assumptions and criteria to use in analyzing the writing of others;
- analyzing and synthesizing multiple sources, identifying varying perspectives and logical relations among the sources, and responding to a question at issue;
- using citation and documentation effectively;
- identifying the logical progression of arguments;
- describing the interrelationship between style and meaning in the writing of others and adjusting style to enhance meaning in one’s own writing;
- taking a position on a question at issue by developing a focused assertion based on a shared assumption, presenting evidence in support of a line of reasoning, addressing
divergent stances on the issue, and using a variety of appeals while avoiding rhetorical fallacies; and
- critiquing source material by accurately summarizing all material 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 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.

Additionally, the Academic & Research Commons (ARC) Writing Center is available as a resource for help on writing assignments at any stage of the writing process. For more information, visit Brooks Library 190, call (509) 963-1270, or go to [http://www.cwu.edu/learning-commons/university-writing-center](http://www.cwu.edu/learning-commons/university-writing-center)

Each essay submitted for grading is expected to 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.

**Attendance Policy**
Students will be allowed no more than three absences. No more than three absences will be allowed, excused or unexcused. Period. This means that if you miss more than three classes (one week), your overall grade in the class will be lowered. On the fourth (and every subsequent absence), your overall grade will be lowered a half-step. So, at the end of the quarter, say you have four absences and a B+ in the class; your final grade will actually end up being a B. If you have five absences and a B+ in the class, your final grade will actually end up being a B-. In other words: **a half step is deducted from your overall grade for each absence after three.** After 8 absences, you will automatically fail the course.
Popular Questions

- Can I make up work if I miss a class?
  o Papers: Yes. Ten points will be deducted from the final score on the paper each day it is late. It is best to email the paper to me on the due-date if you are going to be absent the day a paper is due and arrange to hand in a hard copy when you return. If a hard copy is not ultimately provided, you will be marked down for missing rough drafts, peer reviews, and rubrics.
  o Quizzes: No. Do extra credit.
  o Homework: No. Do extra credit.
  o Peer Reviews: No. Do extra credit.
  o Journal: No. Do extra credit.

- What happens if a student has to miss a class for any reason?
  o You are expected to do extra credit to make up the points you miss. **Deadlines will not be extended**, and I will not re-teach the class just for you. You are expected to get class notes and assignments from a classmate or from the Blackboard page.
  o Papers are still due on the assigned days, even if you have an excused absence. You should either email the paper to me or send it to class with a classmate. Not coming to class does not get you out of turning in a paper on time. If you don’t submit a paper on time, ten points will be deducted from the total score on the paper for each day it is late.

- What happens if a student misses more than three classes?
  o The student’s overall grade will be lowered a half-step for each day (after the three gimme days) that is missed. Missing 8 or more classes equals automatic failure of the class.

- What happens if a student arrives late to class?
  o Tardiness is unacceptable behavior. This class starts at 10 a.m., not 10:15 a.m. or 10:20 a.m. Every three instances of tardiness will be counted as one absence. Additionally, if you are not present for roll call, you must check-in with me before you leave class, or else you run the risk of being marked absent.

ADA Statement
If you need disability-related educational accommodations, please meet with me after contacting Disability Support Services at (509) 963-2171 or dss@cwu.edu so that we can plan out the quarter.
Grading Procedures
Grades for this class are based on a points system, with the total points possible being 1000. Individual assignments will be graded as follows:

ASSIGNMENTS
MLA Exam ....................................................50 points
Participation .................................................150 points
Rhetorical Analysis ........................................100 points
Annotated Bibliography .........................50 points
Evaluation Argument ............................150 points
Argument Synthesis (Final Paper) ..........200 points
Peer Reviews (5 @10 points each) ..............50 points
Homework (6 @ 10 points each) ..........60 points
Journal (daily, 20x2) ......................................40 points
Midterm ........................................................100 points
Quizzes (5 @10 points each) ..............50 points
Total ..............................................................1000 points

*Special Grading Addendum: Participation
It is expected that you are prepared for class every time we meet. If you do not have a required text with you or do not bring material that you are required to print from Blackboard, you will lose points in this category. If you do not bring texts and assignments and you draw or do homework for another class or play on your phone under the table/desk and you fail to participate when prompted to do so,--or you just plain act like a schmuck to instructor or classmates--I reserve the right to give you a zero in this category.

Also, if you act inappropriately, you will be asked to leave and be marked absent for the day. So don’t be unprepared and don’t be a schmuck. Please. It can leave you with a tremendously low participation score, and since participation is worth 150 points, it really can make or break a grade.

Blackboard
All assignments will be posted on Blackboard (NOT on Canvas). Hard copy printouts will not be provided. It is your responsibility to check Blackboard regularly and download your assignments. It is your responsibility to print grading rubrics for all writing assignments. You must attach a rubric with each essay you submit. You can check your grade in the class at any time by looking at the Blackboard grade book, but it is your responsibility to keep track of your absences, as those will not be posted to Blackboard. I will update the scores about once a week, depending on items that are due (usually over the weekend). Additionally, class cancellations due to instructor illness will be sent out as an announcement on Blackboard and through GroupWise e-mail, usually 30 minutes prior to the class start time. If you see me sniffling…check Blackboard and/or GroupWise prior to our next class session.
Words of Warning

Plagiarism is against the university’s academic honesty policy. Any egregious (purposeful) plagiarism will result in disciplinary action. You will fail the class. Your name will be submitted to the University Disciplinary Committee. Your permanent record will be flagged. You will have to attend an academic integrity workshop. We will go over intentional and unintentional plagiarism in class, although you have most likely learned the difference in English 101. After we have discussed MLA citation guidelines, if you unintentionally plagiarize and it scares me more than Stephen King’s *IT*, you will receive a 0 on the paper unless it is re-written within the specified timeframe (see Paper Revision guidelines below). Intentional plagiarism will not be given the same kind of second chance. You will receive a 0 and will not be given the chance to re-write the paper. If you are caught plagiarizing, you will make me extremely cranky; but moreover, if you are caught doing this more than once while you are a student at CWU, you will be expelled from the university.

Cell phones, laptops, iPads, iPods, MP3 players, and other electronic devices are banned in this class. You won’t need them in class in order to be successful. If you are caught using any banned electronics during class, you will be asked to turn in the devices to me. You may reclaim them at the end of the class period. If you argue with me, you will be asked to leave, and you will be counted absent for the day. Let me know before class begins if you are expecting a phone call because of an emergency situation. Leave the room quietly to take the phone call. Return to class with as little distraction as possible. So: unless I specifically say, "Everyone, take your phone out! Time to Facebook or Facetime or Tumblr or Reddit!" your phone should stay in your bag. Period. If you are worried about down time (say you finish a quiz early and must wait for the rest of class to finish), take to the habit of bringing a real, hardcopy book.

Sleeping in class is prohibited. If you fall asleep in class, I will say your name very loudly in the middle of lecture over and over until you wake up.

Food and drink are allowed in class, but try to be reasonable about it, please. You may bring something to drink and a snack, but please don’t attempt to eat a full meal in class. Don’t bring anything so smelly that it will offend those sitting next to you (onions, sauerkraut, etc.).

Late papers will be accepted. However, ten points will be deducted from the final grade on the paper for each day it is late. None of the homework is accepted late. Instead, do extra credit to help balance out your score. However, the Argument Synthesis Essay will not be accepted late under any circumstances.
Paper revisions are not accepted. Please submit your best work, learn from any/all mistakes, and strive to do better next time around. The only exception to this policy is if I ask you to revise a paper due to a) inability of instructor to understand what has been written, or b) a plagiarism issue. In either of these cases, you will be given one week from the time the paper is handed back to you and your paper will be worth half credit.

Writing Tutors are available to help you with all written work here at CWU. To meet with a writing tutor, please make an appointment through the Academic and Research Commons (ARC):
Office Hours: 11:00 a.m.-9:00 p.m., Monday-Thursday; 11:00 a.m.-5:00 p.m. Friday
2:00-4:00 p.m. Sunday
Location: Library 190-C
Contact Information: (509) 963-1270  umwdesk@cwu.edu

Extra Credit Opportunities
1. Write and design a picture book for a seven year old boy who loves rocket ships, robots, and world domination. (10 points—may be done one time)
2. Write a two-page fairy tale for a group of retired, crotchety, elderly scientists who may have worked for the CIA during WWII. (10 points—may be done one time)
3. Write a two page film critique of The Princess Bride, Die Hard, Ender's Game, Frozen, or Bridesmaids that takes into account all aspects of the rhetorical situation. (10 points—maybe done twice)
4. Visit the Writing Center and work with a tutor for at least 30 minutes. You can only visit the Writing Center for extra credit once per week. You must have the writing tutor e-mail the report to me (Melissa Brouwer) in order to receive credit for a visit. (10 points—may be repeated two times)

**Please note: I usually upload extra credit very slowly to Blackboard. Don't be at all surprised if it does not show up until the end of the quarter.
**Course Schedule**

The following schedule lists homework, due dates, and daily topics. Please remember to bring your books to each class session along with paper and pen/pencil. Also, please note that this schedule is **tentative** and may change if a) the instructor needs to cancel class for any reason, b) our class needs to spend more time learning a difficult concept, or c) our class doesn't need to spend as much time learning a difficult concept and can move forward.

You will see that, in several spots, I've put in TBA under "Due Today" and/or "Homework." This does not mean that nothing is or will be assigned; rather, in most cases, additional readings will be given out in class or posted to Blackboard. If you miss class on one of these days, please contact a peer to check for assigned readings.

**WEEK ONE**

Wednesday, April 2\(^{nd}\)
- In Class: Introductions; syllabus
  - **Due Today:** Show up! 😊
- Homework: Review syllabus and buy textbook(s)

Friday, April 4\(^{th}\)
- In Class: Essay Guidelines/Organization
  - **Due Today:** Buy textbook(s) and review syllabus/documents on Blackboard
- Homework: Read p.5-24 of AB; Complete Homework #1

**WEEK TWO**

Monday, April 7\(^{th}\)
- In Class: Organization + exercise
  - **Due Today:** Homework #1
- Homework: None

Wednesday, April 9\(^{th}\)
- In Class: MLA Review; Using Sources
  - **Due Today:** Show up & participate
- Homework: Study for Quiz #1

Friday, April 11\(^{th}\)
- In Class: Quiz #1; Rhetorical Analysis assigned; Rhetoric Review
  - **Due Today:** Be here with a smile
- Homework: Read p.51-66; Complete Homework #2
WEEK THREE
Monday, April 14th
In Class: Rhetorical Analysis Practice
Due Today: Homework #2
Homework: Complete a rough draft of the Rhetorical Analysis for Wednesday

Wednesday, April 16th
In Class: Peer Review (Rhetorical Analysis)
Due Today: Draft #1 of RA
Homework: Read, print, and annotate the articles posted to Blackboard under "Weekly Homework" → "Articles to Annotate" (One article discusses Mark Twain; the other talks about Neil Gaiman.)

Friday, April 18th
In Class: Quiz #2; Article discussion & Rhetorical Fallacies
Due Today: Article annotations for discussion
Homework: Read p. 87-131; Complete Homework #3 packet, which is posted to Blackboard under "Weekly Homework" → "Homework #3"

WEEK FOUR
Monday, April 21st
In Class: Evaluation Argument assigned; Evaluation/Analysis
Due Today: Homework #3
Homework: Read p. 378-400 in AB

Wednesday, April 23rd
In Class: Exam review
Due Today: Have notebook paper for review session
Homework: Review for MLA Exam

Friday, April 25th
In Class: MLA Exam
Due Today: 3x5 note-card for MLA Exam
Homework: Write rough draft of Evaluation Argument for Monday
WEEK FIVE
Monday, April 28th
In Class: Peer Review #1 (Evaluation Argument)

**Due Today: Draft #1 of Evaluation Argument**
Homework: Change/rework draft and bring a REVISED version on Wednesday

Wednesday, April 30th
In Class: Mid-Term Review; Peer Review #2 (Evaluation Argument)

**Due Today: Draft #2 of Evaluation Argument**
Homework: Study for Mid-Term; finalize Evaluation Argument; compile all Journal prompts to date to hand in on Friday.

Friday, May 2nd
In Class: MID-TERM!!

**Due Today: 1 (3x5) note-card for test; Evaluation Argument Final Draft; Journal**
Homework: Read p.153-176; Complete Homework #4

WEEK SIX
Monday, May 5th
In Class: Annotated Bibliography assigned; Thesis Statements

**Due Today: Homework #4**
Homework: Print, read, and annotate the articles "Divided We Stand" and "Months After" (Blackboard ➔ Weekly Homework)

Wednesday, May 7th
In Class: Thesis Statements; discussion of articles

**Due Today: Articles "Divided We Stand" and "Months After" with full annotation**
Homework: Read "Washington State Governor" (Blackboard ➔ Weekly Homework) and write a paragraph of response

Friday, May 9th
In Class: Grammar Review (Common Problems/Student Samples); discussion of article

**Due Today: Response paragraph to "Washington State Governor"**
Homework: Read p. 301-328; Complete Homework #5
WEEK SEVEN

Monday, May 12th
   In Class: Argument Synthesis Assigned; Finalize Class Debate
   **Due Today: Annotated Bibliography Due; Homework #5**
   Homework: Print "Library #1" worksheet posted to "Weekly Homework" on Blackboard

Wednesday, May 14th
   In Class: LIBRARY DAY/Debate Research
   **Due Today: Printed "Library #1" from Blackboard**
   Homework: Complete debate research; finalize argumentative synthesis topic and begin writing. Print "Library #2" worksheet posted to "Weekly Homework" on Blackboard

Friday, May 16th
   In Class: LIBRARY DAY/Argumentative Synthesis Research
   **Due Today: Printed "Library #2" from Blackboard.**
   Homework: Read p. 331-377; Complete Homework #6

WEEK EIGHT

Monday, May 19th
   In Class: Class Debate
   **Due Today: Homework #6**
   Homework: Study for quiz

Wednesday, May 21st
   In Class: Quiz #3; Using Sources Review
   **Due Today: Show up!**
   Homework: Rough Draft #1 of Argument Synthesis for Friday

Friday, May 23rd
   In Class: Peer Review #1 (Argument Synthesis)
   **Due Today: Rough Draft #1 of Argument Synthesis**
   Homework: Keep drafting Argument Synthesis
WEEK NINE
Monday, May 26th
NO CLASS

Wednesday, May 28th
In Class: Quiz #4; Adding narrative/description to research papers
**Due Today: Show up 😊**
Homework: Draft #2 of Argument Synthesis for Friday

Friday, May 30th
In Class: Peer Review #2 (Argument Synthesis)
**Due Today: Draft #2 of Argument Synthesis**
Homework: Read p. 451-492 of AB

WEEK TEN
Monday, June 2nd
In Class: Audience/Context Exercise
**Due Today: AB Reading**

Wednesday, June 4th
In Class: Introduction to APA/CMS vs MLA
Homework: Finalize Argument Synthesis for Friday; study for Quiz #5; compile all Journal prompts to hand in on Friday

Friday, June 6th
In Class: Quiz #5; APA/CMS vs MLA Continued
**Due Today: Final Draft Argument Synthesis; Journals**