FALL 2014
COMPOSITION II:
Reasoning & Research
Course: MWF 12:00 - 12:50 pm
Course Location: Black Hall 201

REQUIRED MATERIALS:

The Best American Nonrequired Reading, 2007
(by Dave Eggers, Ed.)

The Little Penguin Handbook, 3rd Ed
(by Lester Faigley, Ed.)

Utilized for:
- Quizzes
- Online Discussions
- Film Analysis Essay
- Announcements

Other Materials:
- In Class/Online Handouts
- Red Pen
- Stapler
- Microsoft WORD (2003 or later)
- Adobe Reader

Films*:
Option 1: Skyfall
Option 2: X-Men
Option 3: Juno

*Each student will select one of the above options as part of the final paper.

INSTRUCTOR:
Melissa A. Johnson
Office: Black Hall Rm. 225-24
Office Hours: MWF 9:00 - 9:50 am and by appointment and via e-mail
E-mail: MJohnson@cwu.edu

COURSE DESCRIPTION:

This course is an intensive writing course that continues the emphasis on clear, focused writing of English 101. You will develop skills in research-based academic arguments involving evaluation and analysis. Through reading and viewing of non-traditional and scholarly works, reasoned analysis, research, and the composition of academic essays you will respond to many different questions at issue, both historical and contemporary. Through this process you will continue to develop skills in expression, inquiry, reasoning and research.
COURSE EXPECTATIONS:

OBJECTIVES:
• Perceiving and relating various perspectives on a question at issue and formulating generalizations about these 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 logical progression in 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
• Critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features

CITIZENSHIP:

CONDUCT: Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using cell phones, texting, or using other electronic devices in class*) will be reprimanded. In some cases, a student may be asked to leave class and the incident may be reported to Student Affairs. (See CWU’s policy in Appendix B of the catalog.)

[*Use of electronic devices during class is prohibited and may be counted as an absence. Computers (laptops, netbooks, etc.) are not permitted for in-class use except as arranged by Disability Support Services (see “ADA Statement”).]

MORE COURSE EXPECTATIONS:

ASSIGNMENT SUBMISSION:

DUE DATES/TIMES: ALL work is due by the stated due date in the syllabus. ALL work is due by 12 pm (noon) on the stated due date.

LATE WORK POLICY: No work will be accepted after the stated due date and time. Any work submitted after the stated due date and time will not receive credit.

EXTRA CREDIT: Extra Credit is rarely (if ever) offered. Students should not count on EC as a measured means of success in this course. Any EC opportunities that do arise will be posted on Canvas via “Announcements.” EC that may be offered will not outweigh any one assignment in point value.
EVEN MORE COURSE EXPECTATIONS:

ATTENDANCE POLICY:
There are many reasons for missing any particular session. This class does not distinguish between excused and unexcused absences. As such, three absences are not counted against your Participation & Attendance score (although you may lose points for activities, participation, or assignments from a missed day). For each absence beyond the third, a student loses 4 points. It is possible to have a negative Participation score. If you do miss class, check your syllabus, visit Canvas, and talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent. Some assignments may not be made up (i.e. Workshops).

DAILY PARTICIPATION:
Every student is expected to come to class prepared for instruction and ready to engage fellow students, the instructor, and the material. If you are not prepared for class, if you have been consistently late for class, or if you are disruptive (such as in the use of electronic devices) you will be counted absent.

EXCEPTIONS: In very rare circumstances, an absence may not count toward your three permitted absences. An appeal must be made at least 48 hours prior to the absence. I will consider CWU-related activities (i.e. athletics), but only if notified in advance. If you are aware of an upcoming absence, notify your instructor. Quizzes must be re-scheduled at least 24 hours before the original quiz date. No other late work will be accepted, no matter the reason for an absence.

TARDIES: Attendance is taken at the beginning of each session. If you are not present when roll is completed, but arrive within the first ten minutes of class, you are counted “tardy.” Every set of three tardies counts as one absence. If you arrive to class more than ten minutes late, you are counted absent.
EVEN MORE COURSE EXPECTATIONS:

E-MAIL POLICY:
- **SENDING:** E-mails should be sent via Canvas (for best results) and should come through your Outlook account. E-mails should include the **course**, **student name**, and a **subject**. E-mails sent regarding assignments should arrive at least 24 hours before the deadline (10 am on the due date) to allow for a reasonable response.
- **RESPONSE:** E-mails sent during our course week (M-Th) should expect a response within 24 hours. E-mails sent on the weekend (Fri-Sun) should expect a response within 24 hours of the start of a new week. Responses will not be sent after 6 pm on any given night. Due dates aren’t negotiable, but materials are available at least one week prior to each deadline. You should plan your time accordingly to allow for questions and a reasonable response time from your instructor.

WRITING POLICY:
This course is a WRITING course and therefore relies on the University’s Writing Program policy. All work will be evaluated based on the Writing Program expectations (available upon request).

Each essay submitted for grading should have these features:
- consistent use of conventions for standard academic English
- accurate in-text citations and end-of-text documentation of sources
- a clear and refined purpose
- logical organization
- well-crafted sentences
- development relevant to the purpose
- an appropriate tone

ASSIGNMENTS:

WRITER’S WORKSHOPS:
Students will conduct writer’s workshops on the different stages of the ANALYTICAL RESEARCH PAPER. One workshop will be conducted on the THESIS and one on the ABSTRACT; two workshops will be conducted on the RESEARCH PAPER. [20% of total grade]

PARTICIPATION:
- **DAILY:** Students are expected to be prepared on a daily basis with questions and comments on the terms and concepts from readings, lectures, and assignments. When not speaking, students should be attentive and courteous. A sign-up sheet will be available at the start of every class; failure to sign in will result in a zero for the day.
- **WRITTEN:** Students will also complete a variety of in-class activities and homework assignments that will be graded toward participation. Students will be notified which assignments count toward participation. [25% of total grade]
MORE ASSIGNMENTS:

REASONING WORKSHOPS:
We will read several sections in The Best American Nonrequired Reading 2007 (“The Best Personal Ads” and “The Best First Lines of Novels”), which will be the basis of in-class and online workshops and discussion. After these two workshops you will write a brief analysis of the discussion, tracking the reasoning process covered in class/online. This response will be posted on Canvas. Guidelines for writing the response are also available on Canvas. The reasoning workshops CANNOT be made up. Points can be earned for the workshop as well as the responses. [5% of total grade]

ANALYTICAL RESEARCH PAPER:
At the end of the quarter you will write a final essay in which you will respond to a question at issue as emphasized in a select film, scholarly essays, and additional materials you will research. You will be required to formulate an argument, create a thesis, and analyze the source material in a concise and thoughtful way. You will also need to conduct additional research to support your argument. You are required to synthesize all sources, failure to do so will automatically result in a zero for the assignment. The final essay should be 5–7 pages long. I will provide three possible topics for you to choose from based on questions at issue (available on Canvas). You will prepare for the final analytical research paper by composing several smaller assignments: thesis statement, abstract, and final paper. No late papers will be accepted. Any paper turned in after the due date will not be read and will automatically receive a zero. Specific guidelines for the analytical research paper will be posted on Canvas. Students will sign up for topic options during the third week of the quarter.

EVALUATION CRITERIA:

GRADE POINTS:

- Participation: 25%
- Reasoning Workshops: 5%
- Analytical Research Paper: 35%
- Writer’s Workshops: 20%
- Dangerous Idea: 15%

- TOTAL: 100% total

GRADE SCALE:

A 95-100%
A- 90-94%
B+ 87-89%
B 84-86%
B- 80-83%
C+ 77-79%
C 74-76%
C- 70-73%
D+ 67-69%
D 64-66%
D- 60-63%
F below 60%
EVEN MORE ASSIGNMENTS:

DANGEROUS IDEA PROJECT:
You will read the section in the book entitled “What is Your Dangerous Idea.” I will assign an excerpt from this section to each student. You will discuss your excerpt with a group in class, give a brief overview of the excerpt, and present the central argument, underlying question(s) at issue, assumptions, and any fallacies in an attempt to convince the rest of the class of its validity and application. Each group’s presentation should be between 10–15 minutes, with 5 minutes for questions and response from the rest of the class. You will also turn in a written overview of your presentation on the day of your presentation.

NOTE: If you miss any of the planning days and/or the presentation day you will receive a zero for the assignment. The Dangerous Idea Project CANNOT be made up. Groups will be assigned during Module 3 of the quarter.

[15% of total grade]
## COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>W SEPT 24</td>
<td>• Course introduction</td>
<td></td>
</tr>
<tr>
<td>F SEPT 26</td>
<td>• Canvas Orientation</td>
<td>• Download/Read Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Little Penguin Handbook (LPH) 2-6; 22</td>
</tr>
<tr>
<td>M SEPT 29</td>
<td>• Foundational Concepts</td>
<td>• View clip 1</td>
</tr>
<tr>
<td>W OCT 1</td>
<td>• Rhetorical Situation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rhetorical Triangle/Purpose</td>
<td></td>
</tr>
<tr>
<td>F OCT 3</td>
<td>• Rhetorical Triangle/Purpose con’t</td>
<td>• Best American Nonrequired Reading (BNR) 14-17</td>
</tr>
<tr>
<td>M OCT 6</td>
<td>• Reasoning Workshop (RW) 1: Audience/Purpose</td>
<td>• BNR 6-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Post RW 1 Response</td>
</tr>
<tr>
<td>W OCT 8</td>
<td>• RW 2:Author/Purpose</td>
<td>• Post RW 2 Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• View clip 2</td>
</tr>
<tr>
<td>F OCT 10</td>
<td>• Communicating Clearly con’t</td>
<td>• Little Penguin Handbook (LPH) 59-115</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read Handout 1</td>
</tr>
<tr>
<td>M OCT 13</td>
<td>• Plagiarism/Citing/Context</td>
<td>• BNR 299-304</td>
</tr>
<tr>
<td></td>
<td>• Citation Workshop</td>
<td>• View clip 3</td>
</tr>
<tr>
<td>W OCT 15</td>
<td>NO CLASS!!</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module 2: Research</td>
<td>Module 3: Writing</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>F OCT 17</td>
<td>• Introduce Module 2: Readings, Assignments</td>
<td>• Introduce Module 3: Topic Options, Readings, Assignments</td>
</tr>
<tr>
<td>M OCT 20</td>
<td>• Utilizing Varying Source Material</td>
<td>• Topic Proposal/Thesis</td>
</tr>
<tr>
<td>W OCT 22</td>
<td>• Argument vs. Debate</td>
<td>• Workshop 1: Topic Proposal/Thesis</td>
</tr>
<tr>
<td>F OCT 24</td>
<td>• Academic Inquiry, Analysis, Argumentation</td>
<td>• Topic Proposal/Thesis DUE</td>
</tr>
<tr>
<td>M OCT 27</td>
<td>• Formulating Arguments</td>
<td>• Workshop 2: Abstract</td>
</tr>
<tr>
<td>W OCT 29</td>
<td>• Library Research</td>
<td>• Writing Day</td>
</tr>
<tr>
<td>F OCT 31</td>
<td>• Read Module 3 essays</td>
<td>• Paper Review</td>
</tr>
<tr>
<td>M NOV 3</td>
<td>• Read Module 3 essays</td>
<td>• Workshop 3: Complete Paper</td>
</tr>
<tr>
<td>W NOV 5</td>
<td>• Workshop 1: Topic Proposal/Thesis</td>
<td>• Writing Day</td>
</tr>
<tr>
<td>F NOV 7</td>
<td>• Abstract Review</td>
<td>• Workshop 4: Complete Paper</td>
</tr>
<tr>
<td>M NOV 10</td>
<td>• Write abstract</td>
<td>• Workshop 3: Complete Paper</td>
</tr>
<tr>
<td>W NOV 12</td>
<td>• Continue planning paper</td>
<td>• Writing Day</td>
</tr>
<tr>
<td>F NOV 14</td>
<td>• Write complete first draft</td>
<td>• Writing Day</td>
</tr>
<tr>
<td>M NOV 17</td>
<td>• Write complete second draft</td>
<td>• Workshop 4: Complete Paper</td>
</tr>
<tr>
<td>W NOV 19</td>
<td>• Write complete second draft</td>
<td>• BNR 107-130</td>
</tr>
<tr>
<td>F NOV 21</td>
<td>• Prepare Draft</td>
<td></td>
</tr>
</tbody>
</table>
## COURSE SCHEDULE, CON’T:

<table>
<thead>
<tr>
<th>Module 3: Con’t</th>
<th>M Nov 24</th>
<th>W Nov 26</th>
<th>F Nov 28</th>
</tr>
</thead>
</table>
|                | • Abstract & Paper DUE  
|                | • Introduce Dangerous Idea  
|                | Project; Assign Groups  
|                | • Read/View Module 4  
|                | • Post group role preferences/introductions  
|                |         | THANKSGIVING BREAK!!  |
|                |         |         | THANKSGIVING BREAK!!  |

<table>
<thead>
<tr>
<th>Module 4: Present</th>
<th>M Dec 1</th>
<th>W Dec 3</th>
<th>F Dec 5</th>
</tr>
</thead>
</table>
|                   | • Group Work  
|                   | • Group Roles, Outline  
|                   | • Compile research  
|                   | • Post outline/group roles (Cv)  
|                   |         | • Post research proposal (Cv)  
|                   |         | • Prepare research update  
|                   |         | • Post research update (Cv)  
|                   |         | • Finalize presentation  

|                   | Th Dec 11 @ 12 PM (noon) | Th Dec 11 @ 12 PM (noon) |
|                   | • Dangerous Idea Presentations  
|                   | • Enjoy winter break!  |