SPRING 2015 • ENGLISH 102.001  
Reasoning and Research/Focus on Social Justice  
Meets MWF 12-12:50 p.m. Hogue Hall 221

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Online Office Hours: Monday 1-3 and by appointment.

Delbanco, Andrew. College: What it was, is, and should be. ISBN: 978-0-691-13073-6

Course Objectives: In English 102 you will research and write about controversial issues regarding race, gender, class and/or religion using external sources that you summarize, analyze, evaluate, and synthesize. As you support your ideas with evidence and critical thinking, you will document and cite sources according to standard MLA format. You will gather sources for these essays from the CWU Brooks Library, its online databases, and other relevant web sites, reliable experts, and reliable media. Since passing English 101 is a prerequisite for 102, basic grammar and usage skills are assumed; however, our class time will focus on these skills if it becomes necessary.

Course Outcomes:  
In English 102, students focus on the following outcomes:  
1. perceiving and relating various perspectives on a question at issue and formulating generalizations about those relations;  
2. identifying assumptions and criteria to use in analyzing the writing of others;  
3. analyzing and synthesizing multiple sources, identifying varying perspectives and logical relations among the sources, and responding to a question at issue;  
4. using citation and documentation effectively;  
5. identifying the logical progression of arguments;  
6. describing the interrelationship between style and meaning in the writing of others and adjusting style to enhance meaning in one’s own writing;  
7. 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  
8. critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features.

Course Focus: Each quarter I choose an over-arching research topic about which all of you will research and write. For each paper it is up to you to discover at least one thing within that overall topic that interests you. To that end, this quarter’s research in 102 will examine questions about issues of social justice. Even though all students in class may not have a driving interest in issues related to social justice, encouraging and educating students in “Good Citizenship” remains one of the most important of the General Education goals at CWU. We will list and discuss relevant issues about human rights and responsibilities as a class, and then you will choose and research subtopics that interest you within this larger topic. Ultimately, the fine-tuned choice of
paper topics will be unique to you, so work to make your research and discourse interesting and relative to your life. In this class, you are in charge of your own motivation, focus and energy.

**Online Component:** We will use the Canvas system for this class. The Canvas website will contain the syllabus and relevant documents.

**Expectations:** I am making a few assumptions about your expected performance in this course. I assume:
- You have successfully written essays before
- That you can successfully use MLA (Modern Language Association) format and will avoid plagiarism
- Your grammar, syntax and language use be under control and appropriate for a college-level class
- That you know how to use Canvas, Microsoft Word, PowerPoint and that you have access to films online or through a library
- That you can type well enough to be in this class
- That you will be respectful to your fellow students and to me, but that you are mature enough to assert your own opinion (followed up with evidence).

In a reasoning and research class, one of the goals is to learn how to argue. To that end, let me set the tone. You are allowed to feel, think, and believe anything and everything you want to. However, you may not state your thoughts, beliefs or feelings as absolute fact without evidence. Likewise, nobody gets to personally attack anyone else in the classroom. The idea behind academic discourse and argument is for everyone to share what they know and for that constructed knowledge to be (metaphorically) dumped on the table. As each person leaves, they take what they like with them. We are not trying to “win” in academic argument; we are trying to share and to listen.

**Caveat Emptor (Let the buyer beware):** As each person in this class is over the age of 18, I will tell you this: There will be cuss words in the things we read and uncomfortable situations regarding class, race, gender and religion. You will be uncomfortable sometimes as I ask you to read and discuss uncomfortable things. Such is life, and we must learn our own minds and how to reason using research rather than relying on what we think might be true.

**Grades:** Final grades will be determined by the following:
- Rhetorical Analysis Essay (50 for rough draft, 150 for final draft) .......... 200
- Definition Essay (50 for rough draft, 150 for final draft) .......... 200
- Research/Analysis Essay (50 for rough draft, 150 for final draft) ........ 200
- Homework, Participation in Discussion, and Preparedness .......... 200
- Attendance ........ 100 (no more than 3 absences- all or nothing grade)
- Final Exam (essay) ........ 100

Total possible points ___ 1000

**Grades as a percent:**
- 100-90= A
- 89-80= B
- 79-70= C
- 69-60= D
- 59 and under = F

**General grading criteria:**
Every essay submitted must have the following features:
• a clear purpose and focus that fulfills all of the assignment requirements;
• a tone appropriate for the assignment (formal and academic unless otherwise noted);
• an organization that is focused and unified, complete with transitions and topic sentences to provide cohesion;
• Coherent development that is consistently relevant to the purpose of the essay;
• concise, clear, strong, and effective sentences;
• consistently correct grammar, punctuation, spelling, and mechanics; and
• accurate documentation of any sources used.

Plagiarism:
Plagiarism, which is the use of another’s direct words or ideas without giving credit to the source, is not acceptable. There are a few reasons for plagiarizing, including ignorance, laziness and desperation. The most common is ignorance and not knowing that a source must be cited. However, you have been taught how to avoid plagiarism in English 101 (or have tested into this class with that assumption of knowledge). You plagiarize and I catch you, you fail the course.

ADA Statement:
Central Washington University 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 Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Bouillion 140. Call (509) 963-1202 or email ds@cwu.edu for more information.

Writing Center:
The Writing Center has many locations and can help you from afar to avoid plagiarism and to address areas of concern. They can help good writers improve and can help you get a better grade in my class. Students who use the writing center get an average of an entire letter grade better than those who do not. Visit them here: http://www.cwu.edu/learning-commons/university-writing-center

Procedures:
Generally speaking, here is what we will do: The homework and discussion are geared to help you be successful in this course. The overarching theme is social justice; however, the homework and readings will concern themselves with the purpose of higher education. Do get comfortable with sharing your writing, expressing your opinions, and listening with the intent to understand another person’s point of view.

We will use a workshop method for essay writing. While it is sometimes uncomfortable to share our work with “strangers”, most students say they would rather run it by someone in the class before turning it in, in order to maximize their chances for a good grade. Why not your friend/spouse/mom/Aunt Zelda? Because a) they care about you and will say it’s good even if it’s not and b) they are not doing the same exact assignment with the same exact teacher that you are. Your classmates are both required to assist you AND they are in the trenches beside you. Consider them your battle buddies.

Important Dates:
Friday, April 17th Rough Draft of Rhetorical Analysis Essay Due (3 copies to class)
Monday, April 20th Final Draft of Rhetorical Analysis Essay Due to Canvas
Friday, May 8th Rough Draft of Definition Essay Due (3 copies to class)
Monday, May 11th Final Draft of Definition Essay Due to Canvas
Monday, May 25- Memorial Day, No Class
Friday, June 5th Rough Draft of Analysis Essay Due (3 copies to class)
Monday, June 8th Final Draft of Analysis Essay due to Canvas