English Composition II: Reasoning and Research
Spring 2015

Instructor: Stephanie Dringenberg
Language and Literature, Room LL406, 963-1658
E-mail: dringens@cwu.edu (recommended form of communication)
English Department: LL 423

*Please submit hard-copy assignments, not handed directly to me, to the English department and ask for a date-stamp.

Office hours:
Monday, Wednesday, and Friday: 11-11:50 a.m. (or by scheduled appointment)

Course Time: (102.009) 12:00 p.m. MWF.................Black 136
(102.011) 1:00 p.m. MWF.................. Black 203-01
(102.012) 2:00 p.m. MWF............... Black 134

CWU’s University Writing Center:

Writing consultants offer one-on-one sessions to all CWU students. Students can learn how to edit their own papers; brainstorm ideas; find research; and revise their drafts for organization, citation style, and grammar. Both in-person and online consultations are available. There are several ways to request a consultation:

--Call 509-963-1270 for an appointment.

--Use the online service. According to http://www.cwu.edu/learning-commons/online-consulting:

“The University Writing Center is excited to provide one-on-one online consultations for CWU students everywhere. There are two types of online appointments available:

1. Skype appointments: The tutor views your document live, watching you make changes as you talk via video, audio, or text chat.

2. Email appointments: You send a draft of your paper, along with your instructor's directions, to the Writing Center. A tutor reads your paper, makes notes, and records a screen-cast. You receive the tutor's notes and a link to the screen-cast. (Note: email appointments are available only to students at the University Centers and to students enrolled in online classes.)

To make your appointment for an online consultation call (509) 963-1270 or email umwdesk@cwu.edu.”
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--Visit with writing tutors face-to-face. Writing tutors will be available on the first floor of the Brooks Library, directly to the left of the main entry lobby. To schedule appointments and/or to access grammar handouts and other writing resources, please visit the following web address: www.cwu.edu/~writingcenter.

Course Description
English 102 is an intensive writing course that continues the emphasis on the clear, focused writing of ENG 101. You will learn to assess the reasonableness, acceptability, or quality of source material; and you will write evaluations/critiques. You will also learn to read for alternate viewpoints and to relate them one to another in explanatory syntheses. You will practice effective reasoning strategies by identifying them in the writing of others and using them to advance good arguments in argument papers.

Course Texts
Dringenberg’s ENG 102 Coursepack (Required)
A handbook with MLA procedures would benefit you. I recommend the following resources:
The Writer’s Harbrace Handbook, 5th edition;
Purdue University’s online MLA Writing Lab:
   https://owl.english.purdue.edu/owl/resource/747/01/;
Our class coursepack: Quotations, pages 31-41 (UNC Chapel Hill Writing Center).

The University Writing Program Outcomes

By the completion of this course, you 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.
Grading

Your final grade will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework</td>
<td>5%</td>
</tr>
<tr>
<td>Workshops</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>5%</td>
</tr>
<tr>
<td>Research Log</td>
<td>10%</td>
</tr>
<tr>
<td>Critique</td>
<td>15%</td>
</tr>
<tr>
<td>Explanatory Synthesis</td>
<td>20%</td>
</tr>
<tr>
<td>Argument Synthesis</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
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Please refer to page four of the syllabus for the effect of attendance on your final grade. You may check Blackboard throughout the quarter in order to track your academic progress.

A 93 and above
B+ 87-89.9
B 83-86.9
B- 80-82.9
C+ 77-79.9
C 73-76.9
C- 70-72.9
D+ 67-69.9
D 63-66.9
D- 60-62.9

Writing Program Expectations

The Program's faculty members recognize that writing is a process and that writers depend on a community of readers. Therefore, we 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.

Important course guidelines:

GENERAL EXPECTATIONS

• Please bring your coursepack to class with you every day.
• Cell phones must be turned off at the beginning of class. Students who are texting/using apps, etc. will be asked to turn off phones and may be asked to leave if the activity persists. If you are expecting an important call, please silence your phone and step out of the classroom to deal with the call. You do not need to ask
my permission any time you may need to step out. Please simply do so quietly and courteously.

- I am always willing to meet with students during office hours or previously scheduled times. Therefore, if you have any questions during the quarter, please talk with me. You are responsible for the grade you receive. If you are not doing as well as you would like throughout the quarter, I am happy to work with you to help you achieve the grade you desire; however, I am not open to discussion about your grade at the end of the quarter if you have missed numerous days of class, have arrived late on a regular basis, have not taken advantage of early writing options, have not made an effort to meet with me outside of class, and/or have chosen not to participate in class.

SUBMISSION REQUIREMENTS

- I require all papers submissions to be done through Canvas. Once you have uploaded a submission, please open the submission within Canvas in order to verify that you have submitted the correct assignment. It is also important that you check page length and spacing, since I will be determining qualifications based on Microsoft Word formatting. Some of you will choose to write your paper in Pages or with Google Docs, and papers do not always convert accordingly when I ask for .doc/.docx submissions. It is your responsibility to meet the requirements regardless of the program you use to write your paper.

- Since I desire for you to become concise and coherent writers, I assign page length and source requirements. Therefore, if you disregard page length requirements, you will lose two (2) points per page above or below the minimum/maximum. If you do not clearly* account for your sources in-text and/or on the Works Cited page or do not include credible sources in your paper and/or use sources in a questionable manner, you will automatically lose 5% on the paper at hand. Please note that deductions are completely separate from bonus points.

*It must be apparent that you have documented the sources in text that I will find listed on the Work(s) Cited page and vice versa.

- Late assignments will be accepted up to one week after the due date, with the exception of first passes, the final paper, and the final exam. However, there will be a 10% penalty for each late day (including weekends), and early/on-time papers are graded and returned before late papers.

- Revisions are considered extra credit, so you will receive a revised grade for each revision that meets expectations by the end of the quarter. I must grade and return basic assignments in a timely manner.

ATTENDANCE

- You will have up to three unexcused absences (the equivalent of an entire week of our class) before your grade is jeopardized. Please wisely use these “free” absences, as each additional absence will result in a 1% overall grade deduction. For example, if your final overall grade is 88% (B+) and you have missed 7 days of class, you will receive 84% (B) for your final grade. Absences will also affect your ability to revise papers. For specifics, please refer to the instruction guides for the critique and explanatory synthesis papers. When you do miss class, remember to talk with a
classmate about that day's lesson. You will be held responsible for completing any work assigned while you are absent. I do not provide individualized lessons for people who miss class.
• If you are more than fifteen minutes late to class, you will be marked absent for the day.

**ACADEMIC PROBATION**
• If you are struggling with your grades and your assignments and/or you are on academic probation, please let me know as soon as possible so that I can work with you to help you succeed in my class. It is your responsibility to continue to communicate with me throughout the quarter, and I expect you to take full advantage of all bonus opportunities.

**GRADE UPDATES**
• Finally, please note that I will use Canvas to post grades and necessary course updates. You will find this syllabus attached to Canvas as well. If I need to cancel class due to illness, I will post an update on Canvas before our class begins. Please check Canvas frequently throughout the quarter. Please also note the days on which we have scheduled online class, by reviewing your course schedule.

**Academic Dishonesty:**
Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). If academic dishonesty is confirmed, I may issue a failing grade for the specific assignment and/or for the course. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

**Students with Disabilities:**
Students with disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. You may also speak with me privately. Students with disabilities without this documentation should contact the Center for Disability Services Office, Bouillon 140 or ds@cwu.edu or 509-963-1202 immediately. I am very happy to make concessions for any student who takes the initiative to contact me prior to deadlines.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK FOR FOLLOWING CLASS</th>
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<tbody>
<tr>
<td>W April 1</td>
<td>• Introductions (permission slips)</td>
<td>Review syllabus for quiz. Complete the grammar review sheet (CP pgs. 7-8).</td>
</tr>
<tr>
<td>F April 3</td>
<td>• Syllabus quiz</td>
<td>Read CP pages 15-8: “Introduction: The Seventh Sense (excerpt from <em>Eats, Shoots &amp; Leaves</em>).</td>
</tr>
<tr>
<td>M April 6</td>
<td>• MLA format</td>
<td>Complete the Take-Home Documentation Quiz (CP pgs. 43-4)</td>
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<td></td>
<td><em>Last day of add/drop</em></td>
<td></td>
</tr>
<tr>
<td>W April 8</td>
<td>• Submit the Take-Home Documentation Quiz in class</td>
<td>Begin working on Research Log. Refer to pages 45-56.</td>
</tr>
<tr>
<td>F April 10</td>
<td>• Discuss MLK’s speech in conjunction with the Rhetorical Triangle.</td>
<td>Refer to CP pages 57-61.</td>
</tr>
<tr>
<td>M April 13</td>
<td>NO CLASS: MLK DAY</td>
<td>Read CP pgs. 65-73.</td>
</tr>
<tr>
<td>W April 15</td>
<td>• Accuracy, Significance, Fair Use of Information</td>
<td>Complete Logical Fallacies worksheet (CP pgs. 89-90)</td>
</tr>
<tr>
<td>F April 17</td>
<td>• Logical Fallacies, cont.</td>
<td>Preview student critique examples (CP pgs. 95-114).</td>
</tr>
<tr>
<td>M April 20</td>
<td>• Critique Group Construction</td>
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<tr>
<td>W April 22</td>
<td>• RESEARCH LOG DUE</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment/Task</th>
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</table>
| **F April 24** | • Critique Group Construction  
• Overview of workshop expectations                      | Prepare drafts for workshop review.                  |
| **M April 27** | • Critique Workshop Day  
• First Pass Critique Draft Due (by 11:59 p.m. via Canvas) | Prepare draft for peer review.                       |
| **W April 29** | **ONLINE LESSON**  
• Overview of Synthesis; discuss synthesis and its components  
• Assign Explanatory Synthesis: informative approach to a controversy |                                                     |
| **F May 1**   | • Critique Peer Review (refer to syllabus for requirements)                                         | Read CP pgs. 119-27.                                |
| **M May 4**   | • CRITIQUE DUE (by 11:59 p.m. via Canvas)  
Submit critique workshop and peer review forms in class.  
• Discuss the element of debate  
• Discuss scholarly/non-scholarly sources (CP pg. 129) | Read E.S. student example papers (CP pgs. 137-50). |
| **W May 6**   | • Discuss the importance of organization and outlining  
• Evaluate example Explanatory Syntheses                   |                                                     |
| **F May 8**   | • Evaluate example Explanatory Syntheses                                                              | Prepare rough draft for workshop.                    |
| **M May 11**  | • Optional First Pass E.S. Draft Due (by 11:59 p.m. via Canvas)  
• Explanatory Synthesis                                    | Prepare drafts for peer review.                      |

(by 11:59 p.m. via Canvas only: No hard-copy required)  
NO CLASS:  
OPTIONAL CONFERENCES  
(My office: LL 406)
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Read Material</th>
</tr>
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<tbody>
<tr>
<td>W May 13</td>
<td>ONLINE ACTIVITY • Explanatory Synthesis Peer Review</td>
<td>Read CP pgs. 155-57, 175-77.</td>
</tr>
<tr>
<td>F May 15</td>
<td>Uncontested withdrawal deadline • Explanatory Synthesis early due date for 10% bonus/2.5% bonus (by 11:59 p.m. via Canvas) • Submit workshop and peer review forms in class. • Assign Argument Synthesis: Persuasion in an argument</td>
<td>Prepare final ES draft. Read CP pgs. 160-74, 183-4.</td>
</tr>
<tr>
<td>M May 18</td>
<td>• EXPLANATORY SYNTHESIS DUE (by 11:59 p.m. via Canvas) • Constructing a proper argument: Argumentative Tools • Discuss concessions and assertions</td>
<td>Read CP pgs. 157-60, 177-82</td>
</tr>
<tr>
<td>W May 20</td>
<td>Submit workshop and peer review forms in class. • Discuss the outline • Discuss the language of argument</td>
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<tr>
<td>F May 22</td>
<td>• Logos, Ethos, and Pathos</td>
<td>Read “Berlin, Zeughas: Speech of March 16, 1941” (CP pgs. 193-6).</td>
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<td>M May 25</td>
<td>NO CLASS: MEMORIAL DAY</td>
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<tr>
<td>W May 27</td>
<td>• Discuss Hitler’s Speech</td>
<td>Read A.S. student example papers (CP pgs. 197-217).</td>
</tr>
<tr>
<td>F May 29</td>
<td>Evaluation of student papers</td>
<td>Prepare rough draft for workshop.</td>
</tr>
<tr>
<td>M June 1</td>
<td>First Pass A.S. Draft Due (by 11:59 p.m. via Canvas) Argument Synthesis Workshop Day</td>
<td>Prepare rough draft for peer review.</td>
</tr>
<tr>
<td>W June 3</td>
<td>• Argument Synthesis Peer</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>F June 5</td>
<td>Deadline for hardship withdrawal/complete university withdrawal</td>
<td>• Argument Synthesis Final Paper Early Due Date for 10% bonus/2.5% bonus (by 11:59 p.m. via Canvas)</td>
</tr>
<tr>
<td>M June 8</td>
<td>FINAL EXAM</td>
<td>• ARGUMENT SYNTHESIS DUE (by 11:59 p.m. via Canvas) *We will not be meeting as a class during finals week unless classes are cancelled during the quarter for which I cannot compensate accordingly. If this occurs, you will receive ample notice in advance of finals week.</td>
</tr>
<tr>
<td>T June 16</td>
<td>FINAL GRADES WILL BE POSTED ON MY.CWU.EDU BY 10:00 P.M.</td>
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