Eng. 102: Reasoning and Research

Spring Quarter 2015

Instructor Information:
Kevin Leaverton
Language and Literature 420
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Office Hours: 4:00-4:50 MW  2:00-2:50 Th
Required Textbooks:
  Writer’s Harbrace Handbook
  Barnet, Sylvan and Hugo Bedau. Contemporary & Classic Arguments.

Welcome! English 102 begins where your English 101 class ended. By now you
should be able to gather and use research in an appropriate and responsible way
in order to justify a problematic thesis. English 102 will further aid in the
expression, inquiry, reasoning, and research skills needed in advanced academic
and argumentative essays. Emphasis will be placed on style, logic, and
relationship to a perceived audience. Throughout English 101 you were taking
the audiences’ lack of bias and willingness to hear you for granted. Being able to
disseminate information is a vital skill in communication, but what if the
audience doesn’t want to listen to you? What if the audience is antagonistic
toward you? Unfortunately, many people in the business world aren’t interested
in your opinions. It therefore becomes necessary to motivate people to care about
your opinion and listen to it. This is where argumentative research writing
becomes important. In this course we will discuss the history, purpose, and
strategy of arguing a thesis. We will analyze how arguments can manipulate
and distort the truth, so as writers and readers we can avoid unethical writing
practices and recognize them in the arguments of others. Arguing can be
difficult to master, but it is a fun, meaningful way to communicate. Let us begin.

Prerequisite: C- or higher in English 101 or exemption from English 101.

Outcomes:
  - 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
    questions at issue
Using MLA 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
Critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source’s assumptions, assertions, or textual features

Each essay written should have the following features:
  A clear and refined purpose
  Meaningful development
  Purposeful organization
  An effective tone
  Well-crafted sentences
  Consistent use of conventions for standard academic English

Assessment:
  Brief Writing project (4) 20%
  Judgment argument 20%
  Evaluation argument 20%
  Reasoning skill quizzes (3) 15% total
  Proposal Argument 25%

Class policies and procedures

• If at the end of the course your grade average is on a border, it will be raised if you have attended class consistently and participated actively.
• Late assignments will not be eligible for a full grade. An important part of education is the realization of deadlines. If you cannot turn in a paper on time, then you do not have good student skills. It is important to learn deadlines early on, so that when they become more important to you (i.e. when they can cost you your job) you will be able to handle them. If a paper misses the deadline, you may submit it within three class days for partial credit (minus two points). After three class periods (one week), the paper will receive an F grade. You are responsible for keeping track of your grades.
• No more than four absences are allowed. For each absence beyond the fourth, your grade will be dropped one percent. For example, if you have been absent five times one percentile point will be deducted from your grade, in some cases causing the grade to lower a full level. If you are not prepared
for class, you will be counted absent. When you do miss class, remember to talk with a classmate about that day’s lesson or get that day’s homework. You will be held responsible for completing any work assigned while you are absent. You will also be held responsible for submitting any homework that is due when you are absent. That means, make friends who can bring papers to class for you. Quizzes cannot be made up if missed.

- Plagiarized papers will receive a zero. The CWU handbook states that the following is a violation of college rules: buying, copying, borrowing, or otherwise plagiarizing another’s ideas, evidence, examples, images, opinions, or other material deemed “original.” If you plagiarize, not only will your paper fail, but also you may be expelled or subject to other disciplinary methods.

- If you receive a B or higher on the first two papers, you may not rewrite the assignments, but if you receive a B- or lower you may rewrite. If you choose to rewrite a paper, the highest grade you can receive is a B. You must rewrite the paper within one week of the original due date. You must include the original, already graded paper with your new version. I will not re-grade your paper without the original. Late papers, regardless of the grade, may not be rewritten. In some cases, I may assign you to rewrite a paper if I feel that it does not meet your potential, or if the class as a whole has a problem with the topic.

- Please do not speak while I speak. I don’t really like it when you disrespect me, but I hate it when you disrespect the people around you. Everyone here wants to learn, so please help out by not talking. You can ask questions at any point during the class if you have them. If you must communicate with your neighbor, then please whisper. Also, please turn off you cellular phones.

- If you need course accommodation or adaptation because of disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so your needs can be met.
Week 1 – Introduction to Argument and Rhetoric Reading review

Wednesday April 1   Syllabus/Argumentative Rhetoric situation   Jefferson 264
Friday April 3   Declaration of Independence / Rhetoric Reading Review

Week 2 – Advanced Thesis, Argument organization, and Conclusion writing

Monday April 6   Claim type analysis
Wednesday April 8   Organization analysis / Conclusion strategy   BWP 1 assigned
Friday April 10   Claim Quiz / Conclusion strategy   BWP 1 Due

Week 3 – Evaluation argument writing and Advanced Clarity

Monday April 13   Evaluation writing / Advanced Clarity   Evaluation assigned
Wednesday April 15   Advanced Clarity / Definition arguments   King 293
Friday April 17   “Letter from Birmingham Jail”

Week 4 – Case study and Evaluation peer review

Monday April 20   “Letter from Birmingham Jail”
Wednesday April 22   No class
Friday April 24   Peer Review / MLA Review

Week 5 – Judgement arguments and presentation strategies

Monday April 27   Judgement Writing / Ethos   Evaluation Due
Wednesday April 29   Ethos / Pathos / Style   BWP 2 assigned
Friday May 1   Style   BWP 2 Due

Week 6 – Argumentative Warrants

Monday May 4   Warrant Analysis   BWP 3 Assigned
Wednesday May 6   Warrant Analysis
Friday May 8   Warrant Quiz   BWP 3 Due

Week 7 – Policy Arguments and Case Study

Monday May 11   Peer Review   Judgement Due
Wednesday May 13   Policy Argumentation   Swift 257
Friday May 15   “A Modest Proposal”
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<td>Inductive Logic</td>
<td>BWP 4 assigned</td>
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<td>Wednesday May 20</td>
<td>Deductive Logic</td>
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<td>Friday May 22</td>
<td>Deductive Logic</td>
<td>BWP 4 Due</td>
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<tr>
<td>Monday May 25</td>
<td>No Class</td>
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<tr>
<td>Wednesday May 27</td>
<td>Deductive Logic Quiz</td>
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<td>Friday May 29</td>
<td>Fallacies</td>
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<td>Monday June 1</td>
<td>Fallacies</td>
<td>Hardin 327</td>
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<td>Wednesday June 3</td>
<td>“Lifeboat Ethics”</td>
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<td>Friday June 5</td>
<td>Peer Review / Class wrap up</td>
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