Instructor: Ms. Marisa Humphrey, M.A.
Email: humphrem@cwu.edu
Office: Black 225-28
Office hours: Tuesdays noon–2:00, Wednesdays 10:00–11:00, or by appointment
Office Phone: 509-963-1539
Mailbox: Language and Literature building, office 423

Required Textbooks
• Writing Arguments, by Ramage, Bean, and Johnson. Concise 6th ed.
• Harbrace Essentials by Glenn and Gray. 2nd ed.
• Humphrey’s English 102 course pack
   Bring the course pack and Writing Arguments to every class meeting

Other Necessary Materials
• notebook for class notes
• collegiate dictionary and thesaurus (there’s an app for that...)
• stapler (I dock your grade if you don’t staple your papers together. 😊)

Prerequisite
A grade of C- or better in English 101, or exemption from English 101.

Course Description
English 102 is an intensive writing course that continues the emphasis on clear, focused writing from English 101. Here, you will continue to develop skills in expression, inquiry, reasoning, and research through composing academic essays.

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.

Type of Instruction
This class will consist primarily of lecture and discussion.
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 Disability Services to discuss a range of options to removing barriers in the course, including accommodations. DS is located in Bouillon 140. Call 509-963-1202 or email ds@cwu.edu for more information.

Grade Distribution
Your grade in this course will be broken down as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Minor homework &amp; grammar</td>
<td>5%</td>
</tr>
<tr>
<td>Research proposal</td>
<td>5%</td>
</tr>
<tr>
<td>Annotated bibliography #1</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated bibliography #2</td>
<td>10%</td>
</tr>
<tr>
<td>Audience analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Outline of final paper</td>
<td>5%</td>
</tr>
<tr>
<td>Final argument paper</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading Scale:
- 93-100: A
- 90-92: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C
- 70-72: C-
- 67-69: D+
- 63-66: D
- 60-62: D-
- 59-0: F

Confidentiality
Your grades are confidential. No one else in the class (or even your parents, if you are 18 or over) has a right to know your grades and scores. If another student demands to know what you earned on a quiz or paper and you do not want to share that information, then you have every right to tell that person off. It’s none of their business.

Due Dates
We usually have something due every day of class, either a reading/writing assignment or a quiz. However, the most important due dates are those for the major assignments. They are as follows:

- Research proposal: Tuesday, April 14
- Annotated bibliography #1: Monday, April 27
- Annotated bibliography #2: Monday, May 11
- Audience analysis and outline: Thursday, May 21
- Final argument paper: Thursday, June 4 (last day of class)

Description of Writing Assignments
(More specific assignment sheets and grading sheets are included in this course pack)
- Research proposal: This assignment requires you to choose an issue question to research for the final paper. (See Outcomes 1, 3, 7)
- Annotated bibliographies: These assignments allow you to begin researching your issue question for the final paper. Your research will allow you to find out what others have said about your topic. You will find and read five to seven sources on your topic for each annotated bibliography, document the sources, and summarize and critique them. (See Outcomes 1–8)
ENGLISH 102—4 Credits  
English Composition II: Reasoning and Research  
Syllabus

- **Audience analysis**: This assignment allows you to choose a specific audience to aim your final argument paper at and to plan how you will present your argument to that audience. (See Outcomes 6 & 7)
- **Outline**: This brief assignment allows you to map out your final paper in advance and get feedback from your professor on any potential problem areas. (See Outcome 5)
- **Final argument paper**: This seven- to ten-page paper allows you to use your own reasoning ability and your research to take a position on an issue question, develop a focused argument aimed at your target audience, present evidence to support your argument, address conflicting stances on the issue, and use a variety of appeals while avoiding logical fallacies to convince your audience that your argument is valid. (See Outcomes 1-8)

**Homework**
The homework schedule is designed so that you do homework in preparation for each class, rather than as follow-up from each class.

**Workload**
CWU academic credit policies indicate that in order to earn your credits, you should be working three hours per week per credit. To earn four credits for Eng 102, you should be spending twelve hours per week on the course. Three of those hours each week are spent in class, so you should plan to be spending **nine hours per week** working on the course outside of class.

**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.

**Instructor’s Policies**
*Recycled work*: Do not turn in papers that you wrote for a different class or a past English course. I want to see the work that you are doing at the present time.

*Late work*: All work assigned in the schedule is due at the beginning of the corresponding class period. I do not accept late work from any student under any circumstances. Period.

*Turning in assignments*: All written work should be printed and turned in physically in class. You will only be allowed to email assignments to the instructor ON TIME under emergency circumstances.

*Resubmission policy*: You may rewrite and resubmit one paper if you earn a 65% or lower. You must turn in the rewritten paper within **one week** after you receive the grade. In other words, if I
ENGLISH 102—4 Credits
English Composition II: Reasoning and Research
Syllabus

hand back your paper on a Monday, you have until the following Monday to resubmit it. No resubmissions will be accepted beyond that one-week deadline. You must include the version that I originally graded with your revision; otherwise, your new version will not be graded.

Expectations for all students:
✓ I expect you to follow the homework schedule, complete the work, come to class on time, pay attention while here, and wait until class is dismissed before you pack up to leave.
✓ I expect you to contact me if you cannot attend class.
✓ I expect you to be respectful to your peers and your instructor. I retain the right to turn you over to Student Affairs if you cannot respect others.
✓ I expect you to ask questions, especially when you need clarification about an assignment.
✓ I expect you to read the materials assigned in the course schedule.
✓ I expect you to look up words that you don’t know when you are reading or writing.
✓ I expect you to avoid disrupting class—if I am talking or if we are having a class discussion, you should be awake and listening, not sleeping or distracting others.
✓ You may bring beverages to class, but I expect you to refrain from eating in class.
✓ I expect you to print your assignments ahead of time so that you will not be late to class.
✓ I expect you to silence and PUT AWAY your cell phones and music devices during class.

Absence policy: While I appreciate being told why you missed class, I do not excuse anyone’s absences. You are allowed three absences without penalty, which you should use wisely and sparingly. Absences after the third will pull down your participation grade. If you acquire seven absences, you will automatically fail the course. You are responsible for all information presented in class even if you were absent. “I wasn’t here” will not be considered a valid excuse for anything.

Tardiness: I take attendance at the beginning of class. If you arrive late, you have already been marked absent. You will not be allowed to make up quizzes that you miss if you arrive late.

Peer review: Before your assignments are due, you must have a classmate review your work outside of class (except for the final paper, which will be peer reviewed in class). Be aware that peer review is much more than just checking someone’s grammar and spelling. Primarily, you help each other make sure that you’re meeting assignment requirements and thinking logically about your topics. Be prepared to give worthwhile and useable feedback to a peer who asks you to review his or her work.

Make up work: If you miss class, you will not be allowed to make up quizzes that you missed or papers that you failed to turn in. If you need to miss a class period, you may make arrangements in advance to turn in your work or take your quizzes early.

Cell phones and electronics: Any item that distracts you or your classmates is not welcome in class. This can include laptops and tablets, but cell phones are the most obvious distractions. You need to silence your phone and PUT IT AWAY during class. Distracting yourself or classmates will damage your participation grade and may also prevent your success on other course work.

Participation: Participation, added to your grade at the end of the quarter, is a holistic score used to reflect your involvement in the course as a whole. A 75% indicates adequate participation,
85% is effective participation, and so on. There are many ways to participate in class, such as joining in class discussions, listening to the instructor, taking notes, joining in small group work, asking relevant questions, being prepared for class, meeting with the instructor, using the Writing Center, giving useable feedback during peer review, and generally being engaged in this course.

Canvas: This course does not have an online component or interface. The course pack contains the course schedule and all the directions for assignments. I will give you regular grade updates after each major assignment is added to your grade, and if you would like to know your grade at other times, you should be able to use your math skills and the grade breakdown on page 2.

Grade bumps: At the end of the quarter, if your course grade is on a borderline between grade categories, I will consider bumping your grade up if you have attended class faithfully and have participated consistently.

Questions or concerns: If questions or concerns arise, come and speak with me. I can only answer your questions if you ask them. Please email or meet with me if you have a question or would like some help outside of class.

Formatting and Documentation
You are required to document all sources using MLA style, which will be taught in class in addition to being available in the textbook. All of your papers should be presented in MLA format (see Writing Arguments p. 264).

Academic Dishonesty
Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). Academic dishonesty includes acts such as cheating on quizzes or exams or plagiarizing written work. Plagiarism is the act of intentionally trying to pass off someone else’s work as your own, such as buying a paper off the internet, having someone else write your paper for you, or copying out of a source without attribution, documentation, or correct use of quotation marks around a source’s words. If academic dishonesty is confirmed, you will earn a failing grade either for the specific assignment or for the course, depending on the severity of the case. 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.

Though not as severe as academic dishonesty, misuse of sources (such as misquoting or misrepresenting a source or patchwriting out of a source) and careless documentation also have damaging effects on grades. See the grading rubric to know how these can affect your grades.

Reading Tips for Quizzes
Quizzes will cover the reading assigned in the class schedule and will consist of multiple choice or true/false questions. Do not assume that makes them easy. Here are some research-based hints to help you get the most out of your textbook and prepare for quizzes:

1. Turn off the music, shut out any distractions, and focus on understanding the text.
2. Glance through the assigned reading: look at the title and section headings to see how long the reading is and what it will be about—look for a logical progression of ideas.
ENGLISH 102—4 Credits
English Composition II: Reasoning and Research
Syllabus

3. Read the text—all at once or in sections with small breaks in between (avoid speed-reading because it will not help you to understand or retain information well).
4. Take the time to understand and process what you read.
5. Always keep a dictionary within arm’s reach and look up definitions as you read; other than learning Latin, this is the best way to improve your vocabulary.
6. Mark the text (underline, highlight, write summary notes or questions in the margin, etc.). Take note of important ideas, definitions, and main points; if you don’t want to mark in your textbook, take notes in a separate notebook.
7. Stop at the end of each section and review the major ideas, examples, and details.
8. When you’ve finished, look back through the piece and re-read what you marked.
<table>
<thead>
<tr>
<th>DATE</th>
<th>HOMEWORK DUE</th>
<th>CLASS TOPIC</th>
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<tbody>
<tr>
<td>T Mar 31</td>
<td>☐ Student profile (completed in class)</td>
<td>-- Course overview</td>
</tr>
<tr>
<td>Th Apr 2</td>
<td>☐ Read <em>Writing Arguments</em> Ch. 1 ☐ Prepare for quiz over Ch. 1 ☐ Read course syllabus, noting important policies and due dates ☐ Read p. 10-15 of course pack ☐ Write ½ page in reaction to p. 10-15</td>
<td>-- Introduction to argumentation -- Thesis statements</td>
</tr>
<tr>
<td>M Apr 6</td>
<td>☐ Read “How to Land Your Kid in Therapy” by Lori Gottlieb (use Google or <em>Academic Search Complete</em> to find it)</td>
<td>-- Discussion -- Rhetorical analysis -- Grammatical conventions</td>
</tr>
<tr>
<td>T Apr 7</td>
<td>☐ Read <em>Writing Arguments</em> Ch. 3 ☐ Prepare for quiz over Ch. 3</td>
<td>-- Introduction to final paper -- Issue questions -- Writing a research proposal</td>
</tr>
<tr>
<td>Th Apr 9</td>
<td>☐ Start brainstorming topic for final paper</td>
<td>-- Intro to Writing Center -- Intro to peer review</td>
</tr>
<tr>
<td>M Apr 13</td>
<td>☐ Read <em>Writing Arguments</em> Ch. 10 ☐ Prepare for quiz over Ch. 10 ☐ Work on draft of research proposal</td>
<td>-- Issue questions -- Types of claims -- Rhetoric</td>
</tr>
<tr>
<td>T Apr 14</td>
<td>☐ Finish research proposal ☐ Have a classmate peer review your research proposal by Monday, April 13th ☐ Research proposal DUE in class</td>
<td>-- Using the library for academic research</td>
</tr>
<tr>
<td>Th Apr 16</td>
<td>☐ Read <em>Writing Arguments</em> p. 277-283 ☐ Prepare for quiz over p. 277-283 ☐ Begin looking for sources for the first annotated bibliography and the final paper</td>
<td>-- Academic research -- Evaluating sources -- Plagiarism</td>
</tr>
<tr>
<td>M Apr 20</td>
<td>☐ Read <em>Writing Arguments</em> Ch. 5 ☐ Prepare for quiz over Ch. 5 ☐ Continue finding and reading sources</td>
<td>-- Annotated bibliographies -- Evidence in argumentation -- Rhetoric</td>
</tr>
<tr>
<td>T Apr 21</td>
<td>☐ Read “The Trouble with Self-esteem” by Lauren Slater (use Google or <em>Academic Search Complete</em> to find it) ☐ Continue finding and reading sources ☐ Work on annotated bibliography #1</td>
<td>-- Discussion -- Rhetorical analysis -- Grammatical conventions</td>
</tr>
<tr>
<td>Th Apr 23</td>
<td>☐ Bring <em>Harbrace Essentials</em> to class ☐ Bring your own sources to class? ☐ Work on annotated bibliography #1</td>
<td>-- MLA external documentation</td>
</tr>
<tr>
<td>M Apr 27</td>
<td>☐ Finish annotated bibliography #1 ☐ Have a classmate review your annotated bibliography by Sunday, April 26th ☐ Annotated bibliography #1 DUE</td>
<td>-- Grammatical conventions -- Pronouns -- Rhetoric</td>
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<td>DATE</td>
<td>HOMEWORK DUE</td>
<td>CLASS TOPIC</td>
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| T Apr 28  | □ Watch Lawrence Lessig’s argument “We the People and the Republic We Must Reclaim” at www.ted.com  
□ Continue finding and reading sources | -- Discussion  
-- Rhetorical analysis  
-- Grammatical conventions |
| Th Apr 30 | □ Read Writing Arguments p. 272-276  
□ Prepare for quiz over p. 272-276  
□ Continue finding and reading sources | -- Logical fallacies |
| M May 4   | □ Work on annotated bibliography #2                                           | -- Logic—claims, reasons, and evidence |
| T May 5   | □ Read Writing Arguments Ch. 4  
□ Prepare for quiz over Ch. 4  
□ Work on annotated bibliography #2 | -- Warrants and assumptions  
-- Rhetoric |
| Th May 7  | □ Read “A Modest Proposal” by Jonathan Swift (public domain essay—use Google to find it)  
□ Work on annotated bibliography #2 | -- Discussion  
-- Rhetorical analysis  
-- Grammatical conventions |
| M May 11  | □ Have a classmate review your annotated bibliography by Sunday, May 10th  
□ Annotated bibliography #2 DUE | -- Introduction to audience analysis |
| T May 12  | □ Read Writing Arguments Ch. 6  
□ Prepare for quiz over Ch. 6  
□ Brainstorm the claim and supporting evidence for your final paper | -- Rhetorical appeals  
-- Writing the audience analysis |
| Th May 14 | □ Read Writing Arguments Ch. 7  
□ Prepare for quiz over Ch. 7  
□ Brainstorm for audience analysis | -- Writing for an audience  
-- Handling objections and alternate views |
| M May 18  | □ Work on planning audience analysis and outline  
□ Brainstorm content of final paper | -- Thesis statements  
-- Outlining and organizing  
-- Rhetoric |
| T May 19  | □ Read “Hell’s Bibliophiles” by John Ramsay (library source—available through Academic Search Complete) | -- Discussion  
-- Rhetorical analysis  
-- Grammatical conventions |
| Th May 21 | □ Finish audience analysis  
□ Have a classmate review your audience analysis by Wednesday, May 20th  
□ Audience analysis and outline DUE | -- Introductions, conclusions, and thesis statements |
| M May 25  | □ NO CLASS                                                                  | -- Memorial Day                                  |
| T May 26  | □ Read at least one of the Sample Argument Papers in the course pack  
□ Write at least ½ page in response to the following question: How does the writer of the sample paper use the elements of argumentation that we have learned about this quarter? | -- Discussion  
-- Rhetorical analysis  
-- Grammatical conventions |
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<th>DATE</th>
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<tr>
<td>Th May 28</td>
<td>☐ Read <em>Writing Arguments</em> p. 283-293</td>
<td>-- Using sources</td>
</tr>
<tr>
<td></td>
<td>☐ Prepare for quiz over p. 283-293</td>
<td>-- Quoting or summarizing</td>
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<tr>
<td></td>
<td>☐ Work on draft of final paper</td>
<td>-- Rhetoric</td>
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<tr>
<td>M June 1</td>
<td>☐ Work on draft of final paper</td>
<td>-- Practical applications of</td>
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<td>☐ <em>Reminder:</em> Complete course evaluations online</td>
<td>argumentation</td>
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<tr>
<td>T June 2</td>
<td>☐ Bring a complete rough draft of your final paper to peer review</td>
<td>-- Peer review workshop</td>
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<td></td>
<td>☐ <em>Reminder:</em> Complete course evaluations online</td>
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<tr>
<td>Th June 4</td>
<td>☐ Revise and edit your final paper for submission</td>
<td>-- Last day of class!</td>
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<td>☐ Attach documents listed on assignment sheet</td>
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<td></td>
<td>☐ Final paper <strong>Due</strong> in class</td>
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<td></td>
<td>☐ <em>Reminder:</em> Complete course evaluations online</td>
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<tr>
<td>FINALS WEEK</td>
<td>☐ No class meeting during finals week. Prof in Kansas City for AP Reading.</td>
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