## 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 for Fall 2016 (Required)

An MLA style guide would benefit you. I recommend the following resources:

- *Purdue University’s online writing lab (OWL) MLA* (online/link available on Canvas);
- *The Writer’s Harbrace Handbook*, 6th edition (print);
- and pages 31–41 (UNC Chapel Hill Writing Center) in my coursepack.

## 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.
**English Composition II: Reasoning and Research**

**Fall 2016**

- 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>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Workshops</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>10%</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>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Please refer to page four of the syllabus for the effect of attendance on your final grade. Take note: Attendance isn’t accounted for on Canvas.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
</tbody>
</table>

## 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.

## GENERAL EXPECTATIONS

- You must purchase my current coursepack and bring it along with you to each class.
- 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 acquired excessive absences, have refused to participate in class/online discussions, have not submitted work, have not taken advantage of early writing options, and have not made an effort to contact me throughout the quarter with concerns.

• Unless I tell you otherwise, cell phones must be silenced and put away during each fifty-minute class period. If you are expecting an important call/text, you may keep your phone in sight and step out in order to take the call. Please let me know in advance if you are expecting a notification during our class period.

SUBMISSION REQUIREMENTS

• I require all submissions to be made 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 word count. The word count specifications are provided in the grading breakdown listed above as well as listed within each assignment on Canvas. Word count requirements never include Works Cited entries.

• Since I desire for you to become concise and coherent writers, I assign length and source requirements. Therefore, if you disregard length requirements, you will lose two (2) points per every one hundred (100) words above or below the minimum/maximum. If you do not clearly document your sources in-text and/or on the Works Cited page, do not include credible sources in your paper, and/or use sources in a questionable manner, you will automatically lose five percent of what the given paper is worth. As a general reader, I cannot (and will not) make assumptions about your content or your citations. To do so would be a disservice to you. I expect for you to read through my specific feedback in the document itself, rather than merely looking at my general comments and the rubric. If you note a discrepancy between your paper score and the rubric score, please refer to the paper itself before asking me about the discrepancy. However, please let me know if I have made a legitimate mathematical error. Please also note that length/source deductions are completely separate from bonus points, which you will never lose upon earning.

• Late assignments will be accepted up to one week after the due date, with the exception of first passes and the final paper. However, there will be a ten percent penalty for each late day, and early/on-time papers are graded and returned before late papers. With that said, I am willing to offer extensions to students who communicate with me in due time (not on or after the deadline).

• 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 can make no guarantees for returning revisions any earlier than the end of the quarter, since I must grade and return mandatory assignments in a timely manner.

• VERY IMPORTANT: There is much to be said about the correlation between regular participation and success on assignments. Therefore, if you fail to participate in three consecutive class activities/discussions during the instructional window of each assignment, I will not accept the corresponding paper. For example: If you miss three consecutive days during the time frame in which we are discussing/writing the critique paper, I will not accept the critique paper.
**PARTICIPATION/ATTENDANCE**

- How does participation affect your grade? Your participation in our face-to-face and online activities equates to attendance credit. Canvas allots a very small portion of your grade to attendance, and I will institute additional penalties for failure to attend (participate). You will have up to three unexcused absences throughout the entire quarter that will not negatively impact your final grade. 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 course activities, 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 found in your coursepack for the critique and explanatory synthesis papers. Please also refer to my previous comment regarding consecutive absences and paper submissions.

- It is important to me to clarify that, while I expect regular attendance, I realize that life marches on without consulting us. With that said, if you talk with me prior to your absence, not during or after the assigned activity, I will waive your absence. I do not require personal details, just the courtesy of a notification. If you have a medical emergency that prohibits you from contacting me before class, I will accept a doctor’s note after-the-fact.

**Please note that I have no requirements for the degree to which you participate. For example: length, duration, content. I do, however, want to see that you are actively engaging in our class. If you have further questions about this, please contact me.**

**ACADEMIC PROBATION/ACCOMMODATIONS**

- If you are struggling with your grades and your assignments and/or you are on academic probation or need learning accommodations, 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 encourage you to take full advantage of all bonus opportunities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
</table>
| **9/21** | WELCOME!!  
Course introduction  
**Student Responsibility**  
- Complete the short syllabus quiz via Canvas. |
| **9/23** |  
- Review some grammatical concepts  
**Student Responsibility**  
- Complete the grammar quiz on Canvas (due by 11:59 p.m. via Canvas on September 26th)  
- Read CP pages 15-8: “Introduction: The Seventh Sense” (excerpt from *Eats, Shoots & Leaves*). |
| **9/26** |  
- Finish grammar review and move on to review MLA formatting guidelines  
**Student Responsibility**  
- Complete the Take-Home Documentation Quiz through Canvas (due by 11:59 p.m. via Canvas on September 28th)  
Due: Grammar Quiz |
| **9/28** |  
- Assign Research Log  
**Student Responsibility**  
- Discuss library/database tools  
**Student Responsibility**  
- Begin working on Research Log. Refer to CP pages 45-56.  
Due: Documentation Quiz |
| **9/30** |  
- Overview of Critique; Expectations for Critique  
**Student Responsibility**  
- Assign “MLK’s Beyond Vietnam: A Time to Break Silence” as critique material.  
**Student Responsibility**  
- For a better understanding review student critique examples (CP pgs. 89-108). |
| **10/3** |  
- Discuss the rhetorical triangle  
**Student Responsibility**  
- Continue working on your research log.  
| **10/5** |  
- Introduce evaluation tools: accuracy, significance, fair use of information, and fair interpretation.  
**Student Responsibility**  
Due: Research Log |
| **10/7** |  
- Finish discussing evaluation tools  
**Student Responsibility**  
| **10/10** |  
- Discuss logic, focusing on logical fallacies.  
**Student Responsibility**  
- Work on your individual critique paper. |
| **10/12** |  
- Assign critique construction groups. |
| **10/14** |  
- Continue group critique process.  
- Outline the workshop process.  
**Student Responsibility**  
Submit Draft One of your critique paper: approximately one-two paragraphs by 11:59 p.m. via Canvas. |
| **10/17** |  
**NO FACE-TO-FACE CLASS ONLINE:** Critique **Draft One Workshop** (via Canvas)  
**Student Responsibility**  
- Revise your individual critique paper based on your peers’ comments. (Cont. below) |
| **10/19** |  
**NO FACE-TO-FACE CLASS ONLINE:** Critique **Draft Two Workshop** (Via Canvas)  
**Student Responsibility**  
- Review your peers’ assigned papers according to the directions provided on Canvas.  
- Work on your critique paper for final submission October 21. |
| **10/21** |  
- Overview of synthesis and its components  
- Assign Explanatory Synthesis (ES): informative approach to a controversy  
**Student Responsibility**  
- Read CP pgs. 113-21  
Due: Critique by 11:59 p.m. via Canvas. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10/18 | - Final deadline to submit Draft Two of the critique to Canvas  
  OPTIONAL SUBMISSION: First Pass Critique Draft Due by 11:59 p.m. via Canvas.  
  *Refer to Canvas for my availability. |
| 10/24 | - The element of debate and scholarly/non-scholarly sources  
  **Student Responsibility**  
  - Determine your direction for the ES paper.  
  Read student examples (CP pgs. 127-47). |
| 10/26 | - Continue discussing sources, if need be.  
  - **Organization and outlining**  
  **Student Responsibility**  
  Read student examples (CP pgs. 127-47). |
| 10/28 | - Begin evaluations of student example papers. |
| 10/31 | - Complete evaluations of student example papers.  
  **Student Responsibility**  
  Final deadline to submit ES Draft One (minimum: two pages, plus representative Works Cited entries) by 11:59 p.m. via Canvas. |
| 11/2 | - NO FACE-TO-FACE CLASS  
  ONLINE ACTIVITY: ES Draft One Workshop  
  (via Canvas)  
  **Student Responsibility**  
  Review your assigned peers’ drafts, and revise your ES draft based on peer comments.  
  *Refer to Canvas for my availability. |
| 11/3 | - Deadline to submit ES Draft Two with Works Cited to Canvas.  
  OPTIONAL SUBMISSION: First pass ES draft due by 11:59 p.m. via Canvas |
| 11/4 | - NO FACE-TO-FACE CLASS  
  ONLINE ACTIVITY: ES Draft Two Workshop  
  (via Canvas)  
  **Student Responsibility**  
  - Review your ES draft based on peer comments, and finalize your ES paper for submission on November 6 via Canvas.  
  *Refer to Canvas for my availability |
| 11/7 | - Assign Argument Synthesis: Persuasion in an argument  
  **Student Responsibility**  
  - Read CP pgs. 153-5, 163-73. |
| 11/9 | - Outlining and organization  
  - Constructing a proper argument: argumentative tools/concessions and assertions  
  **Student Responsibility**  
  - Read CP pgs. 155-161, 175-180  
  OPTIONAL SUBMISSION: Explanatory synthesis early final draft for 10% bonus/2.5% by 11:59 p.m. via Canvas. |
| 11/11 | - NO CLASS: VETERAN’S DAY |
| 11/14 | - Discuss the language of argument: logos, ethos, and pathos  
  **Student Responsibility**  
  - Read Adolf Hitler’s “Berlin: Zeughaus: Speech of March 16, 1941.”  
  Due: Explanatory Synthesis by 11:59 p.m. via Canvas. |
| 11/16 | - Begin discussing Hitler’s speech in conjunction with logos, ethos, and pathos.  
  **Student Responsibility**  
  - Read A.S. student example papers (CP pgs. 187-214). |
| 11/18 | - Finish discussing Hitler’s speech, and begin evaluating student example papers.  
  **Student Responsibility**  
  Continue to read student example papers. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/21</td>
<td>Complete evaluations of student examples.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Submit AS Draft One (minimum: two pages, plus representative Works Cited entries) by 11:59 p.m. via Canvas.</td>
<td></td>
</tr>
<tr>
<td>11/23</td>
<td><strong>NO CLASS: THANKSGIVING BREAK</strong></td>
<td>Take the necessary time to work on your argument synthesis paper. You can access me throughout the break via Canvas and email.</td>
</tr>
<tr>
<td>11/25</td>
<td><strong>NO CLASS: THANKSGIVING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td><strong>NO FACE-TO-FACE CLASS</strong> ONLINE: AS Draft One Workshop (via Canvas)</td>
<td></td>
</tr>
<tr>
<td>11/29</td>
<td>- Deadline to submit AS Draft Two with Works Cited to Canvas (finalized and completed).</td>
<td>OPTIONAL SUBMISSION: First pass AS draft due by 11:59 p.m. via Canvas. *Refer to Canvas for my availability.</td>
</tr>
<tr>
<td>11/30</td>
<td><strong>NO FACE-TO-FACE CLASS</strong> ONLINE ACTIVITY: AS Draft Two (via Canvas)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Complete outstanding reviews, and revise your AS draft based on peer comments.</td>
<td>*Refer to Canvas for my availability.</td>
</tr>
<tr>
<td>12/2</td>
<td>Optional Conferences <strong>Student Responsibility</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Finalize your AS paper for final submission on December 5th.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OPTIONAL SUBMISSION:</strong> Argument synthesis early final draft for 10% bonus/2.5% by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td><strong>Due:</strong> Argument synthesis paper via Canvas by 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>12/13</td>
<td><strong>Your final grades will be posted by 10 p.m.</strong></td>
<td></td>
</tr>
</tbody>
</table>