

ENGLISH 102

Reasoning and Research

English 102 is an intensive writing course that builds on English 101's emphasis on clear, focused, academic writing. In this class, you will continue to develop skills in expression, inquiry, revision, reasoning, and research through critical reading, writing exercises, and the composition of academic papers.

COURSE INFO

ENGLISH 102 is a web-intensive course and requires frequent use of Canvas, cwu.edu email, and a MS Word-compatible word processor (doc/docx).

INSTRUCTOR Joseph Johnson

CONTACT josjohns@cwu.edu or Canvas

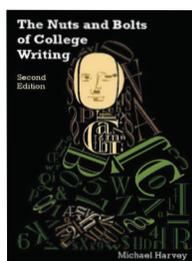
OFFICE/OFFICE HOURS L&L 403I

MW 1–1:50, Th 10:30–11:30, or by appointment

REQUIRED CLASS TEXTS



Stanley Chodorow. *Writing a Successful Research Paper*. Indianapolis: Hackett, 2011. Print. ISBN 1603844406



Michael Harvey. *The Nuts and Bolts of College Writing, 2nd Edition*. Indianapolis: Hackett, 2013. Print. ISBN 1603848983



Coursepack. Wildcat Store only. (No refunds on coursepacks) **This Coursepack contains essential information for English 102. It will be used or referenced frequently throughout the quarter.**

ENGLISH 102.005

COURSE TIME MWF 10:00–10:50 am

LOCATION Farrell Hall 201

ENGLISH 102.009

COURSE TIME MWF 12:00–12:50 pm

LOCATION Black Hall 137

OTHER TEXT

Although no other texts are required, you must have access to grammar reference. You are encouraged to use the *Harbrace Essentials* handbook or another reputable and current reference tool. You may also use the Online Writing Lab (OWL) at Purdue: owl.english.purdue.edu

COURSE POLICIES

OUTCOMES

1. Perceiving and relating various perspectives on a question at issue and formulating generalizations about these 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 logical progression in 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.
- 7a. 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/OR
- 7b. Critiquing source material by accurately summarizing all material used as well as identifying, analyzing, and appraising the source's assumptions, assertions, or textual features.

CITIZENSHIP

Everyone is expected to be respectful of other people, their ideas, and their work. Obscene or demeaning language and behavior is never appropriate or acceptable, nor is discrimination of any kind against race, gender, religion, age, disability, or sexual orientation, whether spoken or written.

Any such conduct will not be tolerated, and any student who violates this expectation will be reprimanded accordingly. Reprimands may include receiving a lower participation or assignment grade or, in some situations, being reported to Student Affairs.

Also, please note restrictions on electronic devices (see "Participation," page 7).

EXPECTATIONS

Writing is a process and writers depend on a community of readers. CWU and the English Department thus expect you to participate in this course in the following ways::

1. All assigned readings should be completed by due dates.
2. Thoughtful participation in class discussions, reviews, and exercises is essential.
3. All assignments are due when noted on the course schedule.
4. Attendance is expected. Absences will damage your overall grade.

COURSE POLICIES

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. If you wish to set up academic adjustments in this class, please provide a copy of your “Confirmation of Eligibility for Academic Adjustments” so we can discuss how to implement the approved adjustments. Disability Services, Hogue 126, www.cwu.edu/disability-support, or 963-2214.

PLAGIARISM

A demonstrable case of plagiarism will likely result in a failing grade or no credit for the assignment and may result in a failing grade for the class. Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs. (See “106-120-027 Proscribed conduct 2.h” at www.cwu.edu/student-success/student-rights-and-responsibilities.)

EXTRA CREDIT

One way to earn extra credit is to use the Writing Center. You may earn up to fifteen points this way (five points each for the three major writing assignment).

If other extra credit options arise, they will be offered to the entire class and announced via Canvas. Please do not expect that extra credit will make up for missed or poorly completed assignments.

COMMUNICATION



Canvas
access



Outlook
(cwu.edu)

The Canvas Learning Management System (LMS) is a vital resource for handouts, announcements, grades, and other items. Every student must be/become familiar with this tool. If you cannot regularly access and use Canvas, you will not be able to complete several assignments.

For assistance, contact 963-1224 or click the "Help" tab at the top-right of Canvas.

Regularly check Canvas and/or your student e-mail account (name@cwu.edu). In the event that important information is posted, it will be announced on Canvas.

All e-mail must come from your student account (login to Outlook to send) or Canvas.

For reasons of confidentiality and consistency, your instructor will not respond to e-mail from a non-cwu.edu or non-Canvas account.

SCHEDULE

The schedule provides an overview of topics, assignments, and meeting locations. For your reading assignments, see the **Reading Schedule**, handed out with the paper syllabus (also available on Canvas).

Note: Two online days (4/8 and 4/29). We also meet twice in the Library (4/6 and 4/15) and once in a computer lab (4/1). No CWU courses on 5/30 (Memorial Day).

 =Canvas Quiz,  =Canvas Discussion Assignment,  =Paper/Assignment Due,  =Workshop Session  =Meeting Location Note

DATE	TOPIC	TOPICS AND NOTES
3/30	Introductions.	Syllabus. Course Overview.
4/1 	Online Introduction.	Meet in computer lab (See Canvas for location). Canvas and web presence overview.
4/4 	Research and Topics. Syllabus Quiz (Canvas)	Introduction to topics, Research Summary Set, and Academic Resource Center.
4/6 	Library.	Meet in library. An introduction to primary library services necessary for this class.
4/8  	Reading: Rhetoric and Tone. OLD: Rhetoric	This is our first of two online days . You will receive course materials and topics on Canvas. You will then complete a Canvas discussion board assignment.
4/11 	Rhetorical Situation. Synthesis Project. Topic Proposal	A review of rhetoric and the Rhetorical Situation. An introduction to the Argumentative Synthesis and workshops.
4/13	Plagiarism, Attribution, and Citation.	Focus on plagiarism and ways to avoid it through standard academic tools and conventions.
4/15 	Research Day.	Meet in library. You will research sources for your Research Summary Set.
4/18 	Research Question to Argument. MLA/Attribution Quiz (Canvas)	Consideration of how a topic evolves from Research to a Research Question to an Argument.
4/20	Thesis and Argumentation.	We begin to dismantle and construct multiple types of arguments. We consider how a thesis statement forms a paper's structure, scope, and purpose.
4/22 	Paragraphs and Paper Structure. Research Summary Set	A continuation of critical reading and writing. Examination of how an opening and a thesis statement work together to establish categories and direction.
4/25	Paragraphing and Sourcing.	A strong paragraph will feature clear claims, strong evidence, and focused analysis. We will consider how to introduce and integrate evidence.
4/27	Sentences and Editing.	An overview of well-formed sentences, including transitions and punctuation.
4/29  	Thesis. OLD: Thesis	This is our second of two online days . You will receive course materials and topics on Canvas. You will then complete a Canvas discussion board assignment.

DATE	TOPIC	READING DUE
5/2	Classical Argumentation.	Cassical categories and methods of persuasion.
5/4	Evidence and Analysis.	This session will require you to come to class with a draft of a body paragraph for your paper. We will concentrate on synthesizing sources and analyzing evidence.
5/6 	Critical Reading/Responding. Demo PAS	An overview of approaches to critiquing and reviewing academic writing.
5/9 	Workshop Preview. RSS Revision (optional) PAS: 1 and 2:1–4	This session will apply our editing, critiquing, and evaluation skills to a real-word example of student writing.
5/11 	Workshop Session.	Workshop papers 1:1–4. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/13  	Workshop Session. <i>Nuts & Bolts</i> Quiz (Canvas) PAS: 1:5–8	Workshop papers 2:1–4. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/16 	Revision and Editing. PAS 2:5–8	Reconsidering paper structure. Refining sentences to be direct and precise.
5/18 	Workshop Session.	Workshop papers 1:5–8. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/20  	Workshop Session. PAS: 1:9–12	Workshop papers 2:5–8. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/23 	Revision, Editing, and Issues. PAS: 2:9–12	Consideration of reoccurring issues in workshops. Keys and approaches to final revising and editing.
5/25 	Workshop Session.	Workshop papers 1:9–12. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/27 	Workshop Session.	Workshop papers 2:9–12. All workshops include a blend of leading, critiquing, and reviewing. Your particular assignments will be provided in class.
5/30	No class	Memorial Day
6/1	Abstracts and Titles.	Finishing an academic paper for submission. Introduction to the Final project.
6/3 	Completing Papers. Argumentative Synthesis	Final adjustments to the Argumentative Synthesis
TBD 	Final Abstract and Titles	Final (Abstract and Titles) must be submitted on Canvas (no email). All materials not submitted by due time receive a zero.

GRADES

Your final grade will be calculated according to the total amount of points earned. 1,000 points is 100%.

Participation 300 points

Daily Participation	100
Workshop Leader	50
Workshop Reviews	100
Workshop Forms	50

Writing 500 points

Research Summary Set	150
Preliminary Argumentative Synthesis	150
Argumentative Synthesis	150
Final (Abstract)	50

Online Activities 100 points

Online Day: Rhetoric	25
Online Day: Thesis	25
Topic Proposal Discussion	50

Quizzes 100 points

Syllabus Quiz	20
Nuts & Bolts Quiz	30
MLA/Attribution Test	50

FINAL GRADE

The following scale provides a breakdown of total points out of the possible 1,000 points. Scores are updated regularly on Canvas.

B+ 870-899	A 930 +	A- 900-929
C+ 770-799	B 830-869	B- 800-829
D+ 670-699	C 730-769	C- 700-729
	D 630-669	D- 600-629

If your total score is 599 or lower (or in some cases of plagiarism), your final grade will be an **F**.

REVISION

You may revise your Research Summary Set for an adjusted grade if you meet the following conditions:

1. You receive a consultation with the Writing Center.
2. You submit the revised paper by class time on Monday, May 9.

The revised version may earn up to 84% of the assignment's possible points, meaning a flawless revised RSS can receive a maximum of 126 points. (Note: if your original paper was submitted late, those late penalties will be applied to the revision, also.)

Revision requires re-viewing a paper, not just making editing corrections. A revised paper will have new focus and structure.

Other assignments may be revised for critique, but not for credit or score adjustments.

WRITING HELP

The Academic and Research Commons (ARC), located in the Brooks Library, offers a number of valuable resources for students.

If you need extra assistance with your writing, exchange files with a classmate, consult your instructor, and/or visit the Academic and Research Commons in the library or online. Learning Commons services are free and usually improve papers. Some consultations will also count for extra credit (see page 3).

PARTICIPATION

OVERVIEW For every class session (online or face-to-face), you should be ready to engage fellow students, the instructor, and the material. If you come to class and participate (or are prepared to participate), you will earn participation credit: ten points per week.

If you are not prepared for class, are disruptive, are absent, or are disengaged (such as in the use of electronic devices) you will be considered “non-participatory” (NP). An NP day works much like an absence, except that it does not count toward your “Total Absences.” For every NP day or absence, you lose 5 points from your Participation Score. It is possible to have a negative Participation Score.

TARDIES Tardies tend to disrupt class and show disrespect for your classmates. If you are not present when roll is completed but arrive within the first five minutes of class, you are counted “tardy.” Every set of three tardies counts as an absence. If you arrive to class more than five minutes late, you are counted NP. If you arrive more than ten minutes late, unless pre-arranged, you are counted absent (tardy counts toward “Total Absences”).

ABSENCES If you are absent from a session, you are unable to offer your perspectives and contribute to the class—thus, **this course does not distinguish between excused and unexcused absences.** Furthermore, the lack of reliable and consistent attendance affects the overall quality of the class. Absences affect your Participation grade in the same way as an NP: Every absence, regardless of the reason, results in non-participation and, thus, a loss of 5 points from your Participation Score.

Some class sessions, specifically Workshops, require in-class activities that cannot be made up. Absences on these days will result in a loss of participation points *and* assignment points for the missed in-class activity.

TOTAL ABSENCES Each absence counts toward your Total Absences. If you have seven or more total absences during the quarter, you receive a zero for the entire “Daily Participation” category.

EXCEPTIONS In rare circumstances, you may petition to have an absence not count toward your Total Absences (to avoid loss of all Participation points). Requests must be made via e-mail/Canvas within 12 hours of the absence. In general, these exceptions apply only to CWU-related activities (sports, club, academic trips).

In severe situations or CWU-required absences, an occasional arrangement may be possible to avoid loss of participation. These exceptions are limited.

ASSIGNMENT POLICIES

DEADLINES

Start your assignments early. Papers must be well-edited, cohesive, and consistent with assignment grading criteria. **They should be academic papers written by university-level writers.**

Unless arrangements have been made in advance via e-mail/Canvas, **all assignments must be submitted by 8:00pm on the due date.** Several assignments receive no credit if not submitted on time.

A few assignments permit late submissions. These assignments are the Topic Proposal, the Research Summary Set, the Preliminary Synthesis, and the Argumentative Synthesis. These assignments lose 1 point every hour they are late. If any of these four assignments are submitted over 48 hours late, it receives a score of 0 unless otherwise arranged with your instructor via e-mail/Canvas. A late Preliminary paper may interfere with workshops.

DRAFTS: You may request a reading of partial or full drafts from the "Writings" category (on page 6), except the Final (one reading per assignment). Your instructor will, if given at least 36–48 hours, read through a preliminary paper and offer suggestions for improvement. The depth of this feedback will vary based on how many students request readings and the size of the draft.

MISSED ASSIGNMENTS: You are responsible for completing work assigned while absent. Most assignments cannot be made up, though several can be submitted early. Some assignments are participation-dependent and cannot be made up or pre-arranged.

8:00 PM DUE TIMES

CRS SOURCES

This is an academic composition course that relies on reliable academic research. As such, several of your assignments require materials that meet Core Research Standards (CRS). In some cases, failure to use a specific minimum of CRS sources may result in major point losses or failing paper grades. A CRS source meets the following minimum standards:

OPTION 1: An article found through the *Academic Search Complete* database. The article must meet all three of the following requirements: It must be from *Academic Search Complete* (which must be specified in the Works Cited entry), it must have at least one author named, and it must provide a PDF version that includes the page numbering from the article as it appeared in print.

OPTION 2: A print article found within the CWU periodical library.

OPTION 3: A book (in print or PDF form) found in the CWU Library.

CRS WARNING

As this is a research course, selection of persuasive and credible sources is essential for your papers. In rare cases, you may seek an exception for one or two CRS sources. However, all exceptions must be granted via e-mail in advance of an assignment due date. Also, note that failure to provide sufficient bibliographic information for a source may appear (and be counted as) a failure to meet CRS requirements).