

## English Composition II: Reasoning and Research

Spring 2016

**Instructor:** Stephanie Dringenberg  
Language and Literature, Room LL406, Office Phone: 963-1658  
E-mail: [dringens@cwu.edu](mailto:dringens@cwu.edu) (recommended mode of communication)  
English Department: LL 423

**Office hours:**

Monday/Wednesday/Friday: 12:00-12:45 p.m.

**Courses:**

ENG 102.007	ENG 102.008	ENG 102.011
Time: 10 a.m.	Time: 11 a.m.	Time: 1 p.m.
Room: Farrell 112	Room: Farrell 201	Room: Farrell 201

**CWU's University Writing Center:**

Our writing center program is a fantastic resource available to you through Learning Support Services and paid by you through tuition. You can find the Writing Center's information at the following site: <http://www.cwu.edu/learning-commons/home>.

**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 Spring 2016 (Required)

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

*The Writer's Harbrace Handbook*, 5th edition (print);

*Purdue University's online writing lab (OWL) MLA* (online/link available on Canvas);  
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

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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:

<b>Homework</b>		<b>5%</b>
<b>Workshops</b>		<b>5%</b>
<b>Peer Review</b>		<b>5%</b>
<b>Research Log</b>		<b>10%</b>
<b>Critique</b>	(600-950 words +W.C. page)	<b>15%</b>
<b>Explanatory Synthesis</b>	(1,200-1,500 words +W.C. page)	<b>20%</b>
<b>Argument Synthesis</b>	(1,800-2,500 words + W.C. page)	<b>25%</b>
<b>Final Exam</b>		<b>15%</b>
<b>TOTAL</b>		<b>100%</b>

**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.**

A	93 and above	A-	90-92.9		
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.

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### **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.

### **SUBMISSION REQUIREMENTS**

- I require most submissions to be made through Canvas. I will delineate in your course schedule and on the Canvas calendar what is expected via Canvas and what may be submitted in hard-copy. *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, the final paper, and the final exam. 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 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.
- There is much to be said about the correlation between regular participation/attendance and success on assignments. Therefore, if you fail to attend or participate in **three consecutive class periods/activities** (without communicating with me in advance) during the instructional window for each

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paper, 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. (*VERY IMPORTANT!*)

### **ONLINE ELEMENT**

- I believe it's important to implement online activities into our face-to-face class; therefore, I have scheduled several classes to be primarily online. My goal is to provide you with an opportunity to learn more about Canvas, provide a comfortable setting for you to engage in review activities, and encourage you to be more forthcoming with your peer paper evaluations.
- We will be conducting our workshop and peer review activities online instead of face-to-face. However, I will be available at multiple times and in multiple locations during these review days in order to personally assist you if you need help with Canvas and/or meeting my expectations. *Please take careful note of review days on our Canvas calendar as well as on the course schedule so that you are not showing up to our classroom, only to find it empty!*
- These activities will be required, will be graded, and will count towards your attendance. You will receive attendance credit for completing each review based on my expectations, not by meeting with me. I am hoping that this will be a great experience for you all and build your confidence as you work with Canvas across the disciplines.

### **PARTICIPATION/ATTENDANCE**

- How does attendance affect your grade? You 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 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 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 class, I will waive your absence. I do not require personal details, just the courtesy of a notification. I will also accept doctors' notes after-the-fact, if you have been ill.
- \*\*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.

<p><b>W March 30</b></p> <p>WELCOME!! Course introduction</p>	<p><b>F April 1</b></p> <ul style="list-style-type: none"> <li>Review some grammatical concepts</li> </ul> <p><u>Student Responsibility</u> -Complete the short syllabus quiz via Canvas. -Read CP pages 15-8: "Introduction: The Seventh Sense" (excerpt from <i>Eats, Shoots &amp; Leaves</i>).</p>	<p><b>M April 4</b></p> <ul style="list-style-type: none"> <li>Review MLA formatting guidelines</li> </ul> <p><u>Student Responsibility</u> -Complete the Take-Home Documentation Quiz through Canvas (due by 11:59 p.m. via Canvas on Wednesday, April 6th)</p>	<p><b>W April 6</b></p> <ul style="list-style-type: none"> <li>Assign Research Log</li> <li>Discuss library/database tools</li> </ul> <p><u>Student Responsibility</u> -Begin working on Research Log. Refer to CP pages 45-56.</p>
<p><b>F April 8</b></p> <ul style="list-style-type: none"> <li>Overview of Critique; Expectations for Critique Assign "MLK's Beyond Vietnam: A Time to Break Silence" as Critique material.</li> </ul> <p><u>Student Responsibility</u> -Read "Beyond Vietnam: A Time to Break Silence" (CP pgs. 19-30). -For a better understanding of the assignment, review student critique examples (CP pgs. 89-108).</p>	<p><b>M April 11</b></p> <ul style="list-style-type: none"> <li>Introduce evaluation tools: accuracy, significance, fair use of information, and fair interpretation.</li> </ul> <p><u>Student Responsibility</u> Continue working on your research log. -Read "Beyond Vietnam: A Time to Break Silence" (CP pgs. 19-30).</p>	<p><b>W April 13</b></p> <ul style="list-style-type: none"> <li>Finish discussing evaluation tools</li> </ul> <p><u>Student Responsibility</u> -Submit research log by 11:59 p.m. via Canvas -Read "Beyond Vietnam: A Time to Break Silence" (CP pgs. 19-30).</p>	<p><b>F April 15</b></p> <p><b>NO FACE-TO-FACE CLASS ONLINE: rhetorical triangle (Via Canvas)</b></p>

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<p><b>M April 18</b></p> <ul style="list-style-type: none"> <li>• Discuss logic, focusing on logical fallacies.</li> <li>• Assign critique construction groups.</li> </ul>	<p><b>W April 20</b></p> <ul style="list-style-type: none"> <li>• Continue group critique process.</li> <li>• Outline the workshop process.</li> </ul> <p>*****  <b>Th April 21 (11:59 p.m.)</b>  -Submit workshop draft, approximately one-two paragraphs by 11:59 p.m. via Canvas.</p>	<p><b>F April 22</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE: Critique Workshop (via Canvas)</b></p> <p><b>Student Responsibility</b>  -Revise your individual critique paper based on your peers' comments.</p> <p>*****  <b>Sat. April 23 (11:59 p.m.)</b></p> <p>-Final deadline to submit peer review draft to Canvas (<i>finalized and completed version</i>).  <b>OPTIONAL SUBMISSION: First Pass Critique Draft Due by 11:59 p.m. via Canvas.</b></p>	<p><b>M April 25</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE: Critique Peer Review (Via Canvas)</b></p> <p><b>Student Responsibility</b>  -Review your peers' assigned papers according to the directions provided on Canvas.  -Work on your critique paper for final submission on Wednesday, April 27.</p> <p><i>*Refer to Canvas for my availability.</i></p>
<p><b>W April 27</b></p> <ul style="list-style-type: none"> <li>• Overview of synthesis and its components</li> <li>• Assign Explanatory Synthesis (ES): informative approach to a controversy</li> </ul> <p><b>Student Responsibility</b>  -CRITIQUE DUE by 11:59 p.m. via Canvas.  -Read CP pgs. 113-21.</p>	<p><b>F April 29</b></p> <ul style="list-style-type: none"> <li>• The element of debate and scholarly/non-scholarly sources</li> </ul> <p><b>Student Responsibility</b>  -Determine your direction for the ES paper.  Read student examples (CP pgs. 127-47).</p>	<p><b>M May 2</b></p> <ul style="list-style-type: none"> <li>• Continue discussing sources, if need be.</li> <li>• Begin evaluations of student example papers.</li> </ul> <p><b>Student Responsibility</b>  Read student examples (CP pgs. 127-47).</p>	<p><b>W May 4</b></p> <ul style="list-style-type: none"> <li>• Complete evaluations of student example papers.</li> </ul> <p><b>Student Responsibility</b>  Work on your explanatory synthesis paper.</p>

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<p><b>F May 6</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE LESSON:</b>  <i>Organization and outlining</i>  <i>(Via Canvas)</i></p> <p>*****  <b>Sat May 7 (11:59 p.m.)</b></p> <p>Final deadline to submit ES workshop draft (minimum: two pages, plus representative Works Cited entries) by 11:59 p.m. via Canvas.</p>	<p><b>M May 9</b></p> <p><b>NO FACE-TO-FACE CLASS ONLINE</b>  <b>ACTIVITY:</b>      Explanatory Synthesis workshop      (via Canvas)</p> <p><b>Student Responsibility</b>      Review your assigned peers' drafts, and revise your ES draft based on peer comments.  <i>*Refer to Canvas for my availability.</i>      *****  <b>T May 10 (11:59 p.m.)</b></p> <p>-Deadline to submit ES peer review draft with Works Cited to Canvas (finalized and completed).  <b>OPTIONAL SUBMISSION:</b>      First pass ES draft due by 11:59 p.m. via Canvas</p>	<p><b>W May 11</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE ACTIVITY:</b>      Explanatory Synthesis peer review (via Canvas)</p> <p><b>Student Responsibility</b>      -Review your ES draft based on peer comments, and finalize your ES paper for submission on Friday, November 6 via Canvas.  <i>*Refer to Canvas for my availability.</i></p>	<p><b>F May 13</b></p> <p>•Assign Argument Synthesis: <i>Persuasion in an argument</i></p> <p><b>Student Responsibility</b>      -Read CP pgs. 153-5, 163-73.</p>
<p><b>M May 16</b></p> <p>•<i>Outlining and organization</i>      •<i>Constructing a proper argument: argumentative tools/ concessions and assertions</i></p> <p><b>Student Responsibility</b>  <b>OPTIONAL SUBMISSION:</b>      Explanatory synthesis early final draft for 10% bonus/.2.5% by 11:59 p.m. via Canvas.      -Read CP pgs. 155-161, 175-180</p>	<p><b>W May 18</b></p> <p>•<i>Discuss the language of argument: logos, ethos, and pathos</i></p> <p><b>Student Responsibility</b>      -EXPLANATORY SYNTHESIS DUE by 11:59 p.m. via Canvas.      -Read Adolf Hitler's "Berlin: Zeughaus: Speech of March 16, 1941."</p>	<p><b>F May 20</b></p> <p>•<i>Begin discussing Hitler's speech in conjunction with logos, ethos, and pathos.</i></p> <p><b>Student Responsibility</b>      -Read A.S. student example papers (CP pgs. 187-214).</p>	<p><b>M May 23</b></p> <p>•<i>Finish discussing Hitler's speech, and begin evaluating student example papers.</i></p> <p><b>Student Responsibility</b>      Continue to read student example papers.</p>

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<p><b>W May 25</b></p> <ul style="list-style-type: none"> <li>• Complete evaluations of student examples.</li> <li>• Final exam review</li> </ul> <p><b>Student Responsibility</b>  -Submit AS workshop draft (minimum: two pages, plus representative Works Cited entries) by 11:59 p.m. via Canvas.</p>	<p><b>F May 27</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE ACTIVITY:</b> AS workshop reviews (via Canvas)</p> <p>*****  <b>Sun May 29 (11:59 p.m.)</b>  -Deadline to submit AS peer review draft with Works Cited to Canvas (finalized and completed).</p> <p><b>OPTIONAL SUBMISSION:</b>  First pass AS draft due by 11:59 p.m. via Canvas.</p> <p><i>*Refer to Canvas for my availability.</i></p>	<p><b>M May 30</b></p> <p><b>MEMORIAL DAY: NO CLASS</b></p> <p><b>Student Responsibility</b>  -Please use this long weekend to complete your assigned reviews of your peers' workshop and peer review drafts.</p>	<p><b>W June 1</b></p> <p><b>NO FACE-TO-FACE CLASS</b>  <b>ONLINE ACTIVITY:</b> AS Peer Review (via Canvas)</p> <p><b>Student Responsibility</b>  -Finish up workshop/peer review, and revise your finalized peer review draft based on peer comments.  -Study for final exam (referring to CP page 215).</p> <p><i>*Refer to Canvas for my availability.</i></p>
<p><b>F June 3</b></p> <p>FINAL EXAM in class during our scheduled class time</p> <p><b>Student Responsibility</b>  <b>OPTIONAL SUBMISSION:</b>  Argument synthesis early final draft for 10% bonus/2.5% by 11:59 p.m.  -Finalize your AS paper for final submission on Tuesday, June 7th.</p>	<p><b>T June 7</b></p> <p>ARGUMENT SYNTHESIS DUE by 11:59 p.m.</p> <p>WE WILL NOT MEET AS A CLASS DURING FINALS WEEK, UNLESS I HAVE TO CANCEL CLASSES DURING THE QUARTER (HIGHLY UNLIKELY).</p>	<p><b>T June 14</b></p> <p>Grades due to MyCWU by 10 p.m.</p> <p>*I will notify you as soon as I submit final grades to MyCWU.</p>	

**Important Dates:**

04/27- deadline for 50% refund with complete university withdrawal

05/13 – deadline for uncontested withdrawal

06/03– deadline for hardship withdrawal/complete withdrawal

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