ENGLISH 102.012 - Comp II: Reasoning and Research
Spring 2016

Meeting Times and Location: M, W, F 2-2:50 - Black 222

Instructor: Travis (Tad) D. Smith   e-mail: smithtra@cwu.edu
          Office: L&L 420   Office Hours: Wednesday 3-5 in Black Hall 203

Course Description: This course will be a continuation of Eng 101's introduction to "academic" writing. As such, all coursework will be geared toward preparing you to be successful writers, readers and thinkers in your chosen discipline as well as in other disciplines.   The content of this course will meet the English Department's learner outcomes (please see attachment) by focussing on techniques of argument, evaluation, critical analysis and synthesis, as well as making effective rhetorical choices and exploring methods of researching, prewriting, editing and revising.

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Required Materials:
A Meeting of Minds: Strategies for Academic Inquiry and Writing 2nd Ed.
The Writers Harbrace Handbook; Harbrace Essentials; or another handbook of your choosing
Coursepack
Expect to spend $5-$10 on printing/copying
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Assessment:
* Grades will be based primarily on points given for each of the assignments listed below.

Assignment:	Due date:	Points:
Debate ("Classical Argument")	4/25 & 4/27	10 pts
Debate written assignments	(see schedule)	20 pts
Researched Evaluation - 6 pgs.	6/6	32 pts
Res. Eval. Proposal - 1 pg.	5/16	8 pts
Self Evaluation - 1 pg.	6/6	10 pts
Academic Reading (2) - 1-2 pgs ea.	(see schedule)	15 pts
Quizes (3-4)	(see schedule)	5 pts
TOTAL		**100 pts = 100%**

Grade Scale:
93-100% = A
90-92% = A-
88-89% = B+
83-87% = B
80-82% = B-
78-79% = C+
73-77% = C
70-72% = C-
68-69% = D+
63-67% = D
60-62% = D-
0-59% = F

* ALL PAGE COUNTS ARE _MINIMUMS_, AND _DO NOT_ INCLUDE THE PAPER'S HEADING, TITLE OR UNNESCESSRY SPACES. A SIGNIFICANT NUMBER OF POINTS WILL BE DEDUCTED FOR ASSIGNMENTS THAT FALL SHORT--_EVEN A WORD OR TWO. OTHER WORK (LIKE ABSENCE EXCUSES OR E.C. MAY NOT BE ACCEPTED AT ALL_).

* All submited assignments should be a typed hardcopy in MLA paper format (see Coursepack pgs 1-3 for a description and sample) unless otherwise instructed. Points will be deducted for any missing or incorrect items (generally .1 to .25 pts each).

* Extra Credit: Extra credit will be accepted for participation in "academic" events (_prior approval is recommended, but not required_), and the number of points given will be determined on a case by case basis (usually 1 per event attended when accompanied by a one page minimum typed summary/response paper). Extra credit may also be offered for other activities presented by your intructor. The maximum number of extra credit points will be 5.

Communication:
It's very important that we are able to communicate with eachother both in and out of class. To facilitate this please check CANVAS and your CWU email frequently (I would suggest 3-4 times per week). I generally try to respond to emails the same day (unless it's after 5:00pm or over a weekend), so if you don't get a response within 24 hrs, please resend it and/or ask me about it in person.

Policies:
* As per our discussion/debate, the following is a list of the primary policies governing this class.

- Attendance: To be "in attendance" means to be present *and prepared for class* (e.g., if you don't have a paper to review on on a peer review day, you are unprepared and will be counted absent). **3 absences** will be allowed without penalty. After that 2.5% (2.5 pts) will be deducted per occasion. Additionally, anything beyond **7 absences will result in automatic failure of the course**. Absences *may* be excused only if notice was given before class and a **1 pg *minimum* typed explanation** is submitted the day you return (please also include a hardcopy of the emial). Additionally**, attendance during the debates and workshop sessions is MANDATORY and points will be deducted for missing these days.** Be aware that it will be your responsibility to find out what you missed from your instructor or one of your classmates, and the more frequently you come to me the less inclined I will be to help you with this problem. As incentive, an **Extra Credit bonus of 5 points** will be given for those with perfect attendance during the quarter. NOTE: Do not forget to **sign the attendance sheet** passed around at the beginning of class. If you don't sign it, you won't get credit for being there.
- Tardiness: If you are more than 10 min. late you will be counted absent. If you are late, please make every attempt to minimize disruption. Please don't take advantage of this "cushion". It is not intended to define a new start time for the class session.
- Late Papers: Papers must be complete and **turned in by you at the beginning of class** (unless other arrangements have been made previously). Late papers will be accepted with a 10% deduction per class meeting they are late. NOTE: The final papers will not be accepted late unless warranted by extreme circumstances.
- Paper Revision: Revised papers will be accepted with a maximum gain of 50% of the points deducted (e.g., if you got a 6/10 the best you could do is 8/10 on the revision). **They must be submitted within 2 days of being returned, and must include the original draft and criteria sheet, as well as a brief list of changes made**. Final papers cannot be revised.
- Use of Electronics: Please keep all devices off *and out of sight for the duration of the class*. If you have a specific academic need please discuss this with your intructor. You will be given **1 warning, and after that will be counted absent for the day.**

* NOTE: The instructor reserves the right to reconvene the discussion/debate on any or all of these policies if necessary.

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* WARNING: *Intentional plagiarism* **will result in your failing this course at the very least. Methods of avoiding *unintentional plagiarism* and using appropriate documentation will be discussed as a part of the class. Any form of academic dishonesty is subject to disciplinary action as described under Student Rights and Responsibilities (www.cwu.edu/student-rights/).**

My Expectations:
1. **D***o the assigned work* to the best of your ability: 4 credit course = 12 hours per week (see "Academic Credit" in CWU catalog).
2. **A***sk questions* when things are unclear and/or you need further explanation.
3. **B***e involved* in the class as much as possible. Pay attention. Take notes. If things make you uncomfortable, e.g. speaking in front of the class, push yourself as much as possible and attempt to find other ways you can contribute more effectively--peer review sessions, small group work, etc.
4. ***If you hope for an "excellent" grade (A or B range) then your work should be "excellent"*** (i.e., going beyond "marginal" or "satisfactory" - see "Grading Policies" in CWU Catolog).
* Assuming 1-4, I'm confident you will be successful in this course. If there is anything I can do to contribute to your success and/or you would like to discuss these expectations please contact me as soon as possible.

Classroom Diversity:
Every effort will me made to create and maintain a learning environment that is suportive of individual expression and diversity of opinion. This can only be achieved if a climate of civility and mutual respect is maintained. If at any time you feel the classroom environment lacks these things please contact me directly or anonymously by submitting a typed letter in a sealed envelope to the English Department office (L&L 423).

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ADA Statment:
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 your instructor. Students with disabilites should contact **Disability Services (DS)** to discuss a range of options for removing barriers in the course, including accomodations. DS located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.
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ELCOME TO THE COURSE! I look forward to spending the next several weeks working with you. If you have any questions, concerns, comments, etc., please don't hesitate to stop by my office, catch me after class, or drop me an e-mail.

The University Writing Program
Central Washington University
Department of English

In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. The Program comprises two writing courses with supporting tutorial services. All course assignments are designed to help students work with ideas and issues they will likely encounter in their academic careers. Both faculty and tutors are committed to helping students achieve specific course outcomes, which specify standards of written competence and critical thinking expected of scholars, professionals, and citizens.

The Program's faculty recognize that writing is a process and that writers depend on a community of readers. They thus expect students to participate in their courses in the following ways:

• prewriting to generate and clarify content;

• revising to provide economy, clarity, unity, and balance;

• editing their own work and the work of others;

• writing polished prose that is purposeful, clear, and effective;

• understanding and using criteria to self-assess their 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.

English 102 Outcomes

Composition II: Reasoning and Research

In English 102, students focus on the following 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 a question at issue;

• using citation and documentation effectively;

• identifying logical progression in 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

AND/OR

• 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 submitted for grading should have these features:

- a clear and refined purpose
- development relevant to the purpose
- logical organization
- an appropriate tone
- well-crafted sentences
- consistent use of conventions for standard academic English
- accurate in-text citation and end-of-text documentation of sources.

English 102 Schedule - Spring 2016

DATE:	DISCUSSION:	READING:	ASSIGNMENTS:	DUE:
DAY 1 **Wednesday, 3/30**	• Introductions • English 102 overview • Expectations		• Take notes on class polices: *attendance, tardiness, late papers, revisions, etc.*	
DAY 2 **Friday, 4/1**	• Class Policies			
DAY 3 **Monday, 4/4**	• Review Syllabus, Schedule & MLA paper format	• Coursepack (CP) pgs 1-4	• QUIZ #1 (syllabus and Coursepack (CP) pgs 1-4)	

DAY 4
Wednesday, 4/6
	• Additional Syllabus questions/concerns
	• Academic Reading assignments
	  1. Assignment overview & rubric
	  2. "Academic" or "scholarly" journals
	  3. Using library resources
	  4. Annotating a text
	• "Academic" Source ID Exercise
		• CP pgs 5-9 & 45-49
		• <u>Meeting of Minds</u> (MofM) ch 1&2
			• Academic Reading (AR) #1
			• QUIZ #2 (ch 1&2)
			• "Academic" Source ID exercise
				• QUIZ #1

DAY 5
Friday, 4/8
	• Academic Reading assignment (cont.)
	  1. Main Idea Statements
	  2. Responding to a source
	  3. Rhetorical Analysis
	• Academic Source ID Exercise
		• MofM pgs 74-88 & ch 4		• "academic" source id exercise - COLLECTED FOR ATTENDANCE

DAY 6
Monday, 4/11
	• Academic Argument and the Debate assignment
	  1. Thesis and support
	  2. "Classical [Argument] Arrangement"
	  3. Debate overview and protocol
	  4. Assignment grading criteria
	  5. Form teams and exchange information
		• MofM ch 6&8
		• CP pgs 15-27
			• QUIZ #3 (ch 4,6,8)
			• Pick your top 2 "stasis questions" from handout
			• Determine team roster
			• Develop team work plan/schedule
				• QUIZ #2

DAY 7
Wednesday, 4/13
	• Debate Assignment (cont.)
	  1. Types of research/sources: preliminary, primary, secondary
	  2. Group dynamics
	  3. TEAM ASSIGNMENTS: work plan, team roster, meeting minutes (due via email after each meeting)
	  4. INDIVIDUAL ASSIGNMENTS: outline, annotated bibliography, critique
	  5. Determine "stasis questions" for two debates
			• Begin individual research	

DATE:	DISCUSSION:	READING:	ASSIGNMENTS:	DUE:
DAY 8 **Friday, 4/15**	• Overview of Trivia Day (4/22) • General Peer review guidelines • Peer review AR #1	CP pg 11	• Review and develop 5 questions per person from the following reading assignments: MofM ch 4,6,8 & CP pgs 9 & 21-26	• Team roster • QUIZ #3 • *Draft* - AR #1
DAY 9 **Monday, 4/18**	• *Teams* **A&B only:** work plans, group dynamics/productivity, research, thesis, individual role and overall argument development			• **AR #1** (groups C&D submit in the English dept. by 3:00 pm) • Team Workplan (groups c&d sumbit in the English dept. by 3:00 pm) • Team meeting minutes?
DAY 10 **Wednesday, 4/20**	• *Teams* **C&D only**: work plans group dynamics/productivity, research, thesis individual role and overall argument development			
DAY 11 **Friday, 4/22**	• AR #2 (adding synthesis) • Trivia day - assigned reading review/debate prep • Debate protocol questions/concerns		• AR #2	• Typed hardcopy of 5 questions (per person) • Team meeting minutes?
DAY 12 **Monday, 4/25**	• **DEBATE #1: Team A vs B -** *Before the debate please submit: one criteria sheet for the team with 1.) team letter 2.) section 3.) team member names*			• Team A&B individual outlines & annotated bib.
DAY 13 **Wednesday, 4/27**	• **DEBATE #2: Team C vs D -** *Before the debate please submit: one criteria sheet for the team with 1.) team letter 2.) question.*			• Team C&D individual outlines & annotated bib. • Team A&B critiques

DAY 14
Friday, 4/29
	• Researched Evaluation paper
	  1. Developing "Academic" Questions for an Evaluation
	  2. Establishing criteria for use in evaluating an issue
	  3. Assignment grading criteria
		• MofM ch 7&9
		• CP pgs 35,41,42
				• Team C&D critiques

DAY 15
Monday, 5/2
	• Researched Evaluation cont.
	  1. Proposal/Workplan
	  2. Proposal Review day
	  3. Project timeline/planning suggestions
	• Workshops
	• Workshop signup
		• CP pgs 37-39	QUIZ #4: MofM ch7&9; CP 35& 37-39	

DATE:	DISCUSSION:	READING:	ASSIGNMENTS:	DUE:
DAY 16 **Wednesday, 5/4**	• *Meet in Library -* efficient use of library resources (databases, search terms, "primary" sources, reference librarians)			• QUIZ #4
DAY 17 **Friday, 5/6**	• Peer Review AR #2			• *Draft* - AR #2
DAY 18 **Monday, 5/9**	• Proposal review: DAY 1 - **GROUPS A&B** • Workshop questions/concerns			• AR #2 (C&D submit in Eng. dept. by 3:00) • *Draft* - Res. Eval. proposal
DAY 19 **Wednesday, 5/11**	• Proposal review: DAY 2 - **GROUPS C&D** • Workshop questions/concerns			• *Draft* - Res. Eval. proposal • *Drafts* - ws #1
DAY 20 **Friday, 5/13**	• *Uncontested Withdrawal Deadline* • Workshop #1 (4-5 Res. Eval. "drafts" reviewed per session. See CP for full description)			• *Annotated* copies of ws #1 • *Drafts* - ws #2 group
DAY 21 **Monday, 5/16**	• Workshop #2			• Res. Eval. Proposals • *Annotated* copies of ws #2 drafts • *Drafts* - ws #3 group
DAY 22 **Wednesday, 5/18**	• Workshop #3			• *Annotated* copies of ws #3 drafts • *Drafts* - ws #4 group
DAY 23 **Friday, 5/20**	• Workshop #4			• *Annotated* copies of ws #4 drafts • *Drafts* - ws #5 group
DAY 24 **Monday, 5/23**	• Workshop #5			• *Annotated* copies of ws #5 drafts • *Drafts* - ws #6 group
DAY 25 **Wednesday, 5/25**	• Workshop #6			• *Annotated* copies of ws #6 drafts
DAY 26 **Friday, 5/27**	• Self Evaluation paper • Portfolio Contents review • Citation/Works Cited group exercise	• CP pg 53 • Handbook "MLA Documentation"	• Prepare near final Draft of Res. Eval. paper for peer review on 6/1	• *Draft* - Works Cited (with at least 3 entries) • e.c. submissions
Monday, 5/30	• **NO CLASS - MEMORIAL DAY HOLIDAY**			
DAY 27 **Wednesday, 6/1**	• Peer review Res. Eval. Paper			• *Draft* - Res. Eval. Paper (at least 3 pags)
DAY 28 (last day) **Friday, 6/3**	• Final Comments • SEOI's (computer lab)			
FINALS WEEK **Monday, 6/6**				• Portfolios due

CONGRATULATIONS! YOU MADE IT!