

**Spring Quarter 2016 - English 102.017**  
**English Composition II: Reasoning and Research**

**Course Information**

Instructor: E. "Rick" Hutchins, Jr.  
Language and Literature (L&L) Room 4031  
E-mail: [e.rick.hutchins@cwu.edu](mailto:e.rick.hutchins@cwu.edu),  
(please include "English 102" in your subject line for email. Note that I do not respond in any manner to emails received from non @cwu.edu addresses)  
*NOTE: In order to foster a stronger learning community, general questions about the course and material should be posted to the General Q&A discussion board. I will not respond to emails about these matters. Emails should be reserved for scheduling an appointment. Additionally, I will only respond to student emails from @cwu.edu addresses. Finally, I will only discuss grades or matters of a personal nature in a face-to-face meeting.*

Office hours: Monday 10:00 – 10:50, Black Hall Common Area or by appointment  
Wednesday, Online 1-2, Canvas Chat  
You may also reach me during office hours and at other times using email or the Q&A Discussion Group on Canvas.  
*Note: I do not discuss grades or scores with students between classes or in the halls. If you wish to discuss aspects of your grade, you MUST meet with me during either office hours or a scheduled appointment.*

Course time: Monday, Wednesday, Friday 11:00 - 11:50

**Course Description**

This course will help you to develop the skills necessary for academic writing. Through assignments involving critical reading, response, and research, you will generate complex questions, explore multiple perspectives, and write summaries, responses, and research proposals. The culminating assignment for the course is an essay in which you argue a research issue relevant to you and to others in your class.

**Course Texts**

Glenn, Cheryl, and Loretta Gray. *The Writer's Harbrace Handbook*. 5th ed. Boston: Wadsworth, 2007. Print. **Do NOT purchase an earlier edition.**

Microsoft Word 2007 or later – During the peer review process, you will be required to use MS Word because other programs are not compatible with the track changes and comment features. However, you do NOT have to purchase this program. I will provide further details on the first day of the course.

**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, please ensure that your "Confirmation of Eligibility for Academic Adjustments" is sent to me as soon as possible AND meet with me so that we can discuss how to implement the approved adjustments. If you do not have this form, please contact the Disability Support Services Office. The office is located in Hogue Hall, room 126 and can be reached at 963-2214 or via email to [ds@cwu.edu](mailto:ds@cwu.edu).

**Other**

Because of the prevalence of allergies and sensitivities, including my own, to strong fragrances, I ask that you do not use strongly scented deodorants, perfumes, etc. Should you choose to use products such as Ax, Chanel, etc., you may be asked to sit in the back of the classroom or even leave for the day.

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### **The University Writing Program Outcomes**

In English 102, you will focus on the following 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;
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/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.

### **Writing Program Expectations**

The Program's faculty recognizes that writing is a process and that writers depend on a community of readers. We thus 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.

**These items are connected to your grade as defined in the “Citizenship” section.**

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**Grading**

Your final grade for this course will be determined by the number of points accumulated at the end of the quarter out of a total possible regular score of 1000. The points are distributed across various categories as illustrated below:

Citizenship (see below)	100
Journal	75
Quizzes (Points awarded based on average of all quizzes)	150
Informal Topic Proposal	25
Midterm (2 parts)	50
Summary Evaluation (Outcomes 1, 3, 4)	100
Summary Reasoned Response (Outcomes 1, 4-6)	100
Formal Paper Proposal (Outcome 3, 4, 5)	50
Peer Review Process	100
Argument Paper (Outcomes 1-7)	200
Final Assignment	50
<b>Total</b>	<b>1000</b>

Final grades will be awarded based on the total number of points earned in the course according to the following scale:

930 – 1000	A	730 – 769	C
900 – 929	A-	700 – 729	C-
870 – 899	B+	670 – 699	D+
830 – 869	B	630 – 669	D
800 – 829	B-	600 – 629	D-
770 – 799	C+	0 – 599	F

**Citizenship**

I expect you to *participate conscientiously, attend each class period, complete assignments on time, conduct yourselves in class responsibly, and demonstrate academic integrity.*

**Participation**

This is a difficult item to grade, and you might think it "subjective." However, several things reveal how involved you are in the course. Your level of participation in both large-group and small-group discussions: how many, how consistent, and how thoughtful are the comments you make, as well as the questions you ask. Your record of performance on quizzes: do your scores fluctuate, indicating sporadic attention to the course material? The thoughtfulness and style of your papers -- are they dashed off? somewhat thoughtful? very thoughtful? The thoughtfulness of your answers on exams: do they reveal careful and attentive preparation? Your discussions with me outside of class -- do they evince a conscientious student? Your attitude: what do your tone, demeanor, perpetual tardiness, perpetual

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excuses reveal about your conscientiousness? These aspects help you maintain, lose, or gain credibility. You are welcome to ask me any time during the quarter how you are doing in terms of participation or credibility. **I may use participation when awarding your final grade for the course by lowering or raising your grade one full letter. In other words, just as your grade may suffer by exceptionally poor participation, it may benefit from exceptionally fine participation.**

### **Attendance Policy**

My attendance policy is extremely egalitarian; if you are not in class for ANY reason, you are absent. There is no such thing as an excused absence (though I think I'm reasonable). However, merely being in class every day does not guarantee "attendance:" Being in class is a minimum, a basic requirement (it might even be considered less than adequate). Attendance is evaluated based upon the following:

- You begin the quarter with three attendance laurels.
- Be punctual: you will lose one attendance laurel if you are tardy twice or are very late to a single class.
- You will lose one attendance laurel if . . .
  - you are not prepared for class (homework ready, readings complete, workshop materials in-hand, etc.) or otherwise do not put forth effort to meet the "Writing Expectations" listed above.
  - you answer your cell phone in class, leave the classroom to answer your cell phone, or are "texting" during class.
  - you are reading non-class related material during the class period (including studying for other classes).
- Every 6 days of attendance (beginning April 4, you will gain 1 attendance laurel (a one-up).
- At the end of the quarter, you will receive 25 citizenship points for each laurel up to four. Each laurel above 4 will receive an additional five points (for a maximum total of 115 points).
- Ending the quarter with fewer than 4 attendance laurels remaining may result in an additional lowering of your final score by 50 to 100 points. Ending the quarter with no laurels remaining may result in an automatic "game over" (failure) for this course.

### **Paper Rewrite Policy**

In general, paper rewrites are not allowed; however, *I will occasionally ask for rewrites if a paper does not meet the basic rubric requirements – if requested, rewrites must be submitted within one week of the request and will receive no more than 50 percent score on the assignment.*

Completing all assigned work for this class is a minimum requirement of the course; not completing any given assignment may result in failure of the course. Not completing three weekly quizzes during the quarter or missing six or more journal entries will likely result in a score of zero for the respective portion of your grade. Not completing five or more weekly quizzes or missing ten or more journal entries (combined) during the quarter may result in a lowering of your total points by an additional 100 points. Two suggestions for minimizing missed assignments, especially those that occur as a result of absences, are to write down the name of two classmates you can turn to for missed information and to

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check Canvas daily for assignments, readings, and other class notes. Neither make-up quizzes (for those given in-class) nor paper rewrites are permitted in this class.

Classmate 1: \_\_\_\_\_

Classmate 2: \_\_\_\_\_

### **Responsible Class Conduct**

What follows may seem obvious, but I have noticed that people have different understandings of "responsible" class conduct. To avoid hard feelings or misunderstandings, let me tell you what I expect:

I expect you to come to class on time, stay until the end, and pay attention while here. Coming late, leaving early, reading, talking to friends, opening crinkly wrappers, popping open soda cans, snapping or popping your gum, or playing with your cell phone are all disruptive, and, frankly, rude to me and your classmates. I expect you to be prepared with drafts on workshop days. I expect you to participate fully with your assigned peer group and provide adequate (at least) and meaningful input during your workshop sessions. I expect participation in class discussions, both in class and on Canvas. We are all responsible for maintaining the learning environment here. Please, be considerate.

### **Academic Honesty (or lack thereof)**

Plagiarism is presenting as your own the IDEAS OR WRITING of someone else without proper recognition of the sources. Plagiarized papers will receive an F, at least. I may fail you for the course for plagiarizing a single assignment. University Policy requires that serious cases of plagiarism, which are a violation of the Student Code of Conduct, be reported to Student Affairs. Academic dishonesty is defined in the student conduct code (<http://www.cwu.edu/student-success/student-rights-and-responsibilities>). If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course. 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. (Thanks to Dr. Steven Olson for the inspiration and much of the content of this Citizenship policy)

### **Course Calendar**

A complete, detailed calendar for the quarter is found at the end of this syllabus. Below are the weekly event dates and due dates for Major Assignments.

### **Weekly Schedule**

**Weekly Readings** can be found on the Canvas Calendar. Each week you are assigned from one to two chapters from *The Writer's Harbrace Handbook*. It is your responsibility to check the calendar each day, or week, for the appropriate readings. The entire course reading calendar may be printed out following the first day of class. Occasionally, you may be assigned an outside article or other reading in addition to the regular textbook readings; these readings will always be assigned at least one week in advance.

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**Journal Entries** are due between EVERY scheduled class period. Entries should be made between the end of class and the beginning of the next class. Entries made in the same time period as other entries (two entries between the same classes) or made during a scheduled class period will not be scored. For information on what the content of these entries should be, see the next page.

**Weekly Quizzes** on the assigned reading from *The Writer's Harbrace Handbook*, 5th edition will be posted every Thursday at 12:00 am and turn off promptly at 11:59 pm. It is your responsibility to log into Canvas anytime every Thursday and take the quiz. Quizzes should take no more than 30 minutes; however, to allow for various needs, all quizzes will be timed to 45 minutes. At the end of the quarter, all quizzes (including the "Final") will be averaged to calculate the final quiz score. In other words, your score will equal the percentage of correct answers out of the total number of questions asked.

It is your responsibility to take your quiz on a reliable computer with a reliable Internet connection. I will not re-enable quizzes for students under any circumstances - NO EXCEPTIONS.

**Paper Due Dates**

All Papers must be submitted to Canvas in .doc or .docx format prior to 11:00 am on their respective due date. I do not grant individual extensions on papers; however, I reserve the right to grant a class-wide extension if deemed necessary - though you should not count on it.

**Informal Topic Proposal: April 15**  
**Source Summary - Academic: April 24**  
**Source Summary - Argument: May 2**

**Formal Paper Proposal: May 6**  
**Final Argument Paper: June 9**  
**Final Assignment: June 3**

The Informal Topic Essay, the Formal Paper Proposal, and the Final Assignment **MUST** be turned in on time, or you will receive the incomplete paper score as outlined below. A Formal Paper Proposal must be submitted to be eligible to write a Final Argument Paper and successfully complete this course.

**The late paper policy for this class is as follows:**

Unless otherwise specified, papers may be turned in one day (24 hours) late for an automatic 10 percent reduction, two days (48 hours) late for an automatic 25 percent reduction, or three days late for an automatic 50 percent reduction. Papers more than three days (72 hours) late and up one week late will be accepted with no score. Papers will not be accepted more than one week late under ANY circumstances and will result in the lowering of your final score by the number of points the paper was worth in addition to the loss of the paper score. (Note: the standard department policy for students who miss major assignments is to fail the student from the course.)

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**Exams**

There are two exams in this class. You must take the exam on the specified date. Make-up exams are not allowed for any reason. The exam will be online in place of the weekly quiz.

Online exam on logical fallacies and MLA formatting and citation - May 5-6, 2016.  
Online Final exam worth 100 quiz points - June 9, 2016.

**The Schedule of assignments can be found on Canvas Calendar.**

**Journal Guidelines**

- 3 points per entry X 28 possible entries = 84 possible points.
- Each entry must be **at least 100 words**, there's no length max. limit
- 3 entries per week – one between Monday and Wednesday, one between Wednesday and Friday, and one between Friday and Monday. Entries begin with the first day of class (Wednesday) and excludes Memorial Day when only one entry is required between surrounding classes.
- The entries should reflect on English 102 or CWU academics in general; however, an ***occasional*** deviation will not adversely affect your score.
- Entries should be typed directly into the journal and not uploaded as a doc, docx, etc. (Think Facebook Status update). To submit entries after your initial entry, click the resubmit button.
- Entries should not be used to communicate issues that are better suited for email (e.g. questions about assignments, absence excuses).

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CLASS SCHEDULE	
Day	Planned Content
3/30/2016	Introductions/Syllabus/Class procedures
4/1/2016	Class Procedures, cont., In text citation review
4/4/2016	Informal Topic Proposal Assignment, Words that Kill
4/6/2016	MLA Review, Citing Sources Plagiarism
4/8/2016	Works Cited In class Activity
4/11/2016	Evaluating Sources, Research Summary Rubric
4/13/2016	Introduction to Argument, Class Discussion
4/15/2016	Introduction to Argument, Lecture, Components of Argument
4/18/2016	Finding Sources (Research), Instructions on Library Activity
4/20/2016	In Library activity
4/22/2016	Logical Fallacies
4/25/2016	Appeals - Argument Analysis Rubric
4/27/2016	(Online Discussion) - Analysing MLK argument
4/29/2016	Formal Topic Proposal Rubric, Thesis Statements (Enthymeme review)
5/2/2016	Writing an Introduction and a Thesis
5/4/2016	(Online Peer Groups) Thesis and Rough Draft Introduction
5/6/2016	Classical Argument Organization Review, Argument Synthesis Rubric
5/9/2016	Concessions and Refutations
5/11/2016	(Online Peer Groups) Concession and Refutation review
5/13/2016	Developing Support and providing Evidence Lecture
5/16/2016	Writing a Conclusion - Class procedures for final paper peer group process.
5/18/2016	Open Workshop Day – Activity as announced
5/20/2016	(Online peer groups) 4 groups online, 1 group in classroom
5/23/2016	(Online peer groups) 4 groups online, 1 group in classroom
5/25/2016	(Online peer groups) 4 groups online, 1 group in classroom
5/27/2016	(Online peer groups) 4 groups online, 1 group in classroom
5/30/2016	Memorial Day
6/1/2016	(Online peer groups) 4 groups online, 1 group in classroom
6/3/2016	Final day of class.

**Disclaimer**

While I make every effort to have an accurate syllabus and to abide by the grading and schedule as set forth herein, I reserve the right to make minor adjustments as necessary to accommodate time and error.