

ENGLISH 102: ENGLISH COMPOSITION 2

Dr. Christopher Ritter

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Course schedule

Section 007

T/Th 4:00-6:45

Ada County Center 1211

Section 018

M/W 10:00-12:45

Ada County Center 1208

Course overview

English 102 furthers the composition skills developed in English 101, focusing on critical reading, writing, and research. Students will write expository essays and persuasive essays, using literary and/or disciplinary materials. This course requires a researched essay.

Prerequisites

Satisfactory completion of English 101 or demonstration of equivalent proficiency. NOTE: Students who have not had English 101 preparation, but tested directly into 102, are expected to show 101 level essay writing skills and MLA practice. Students testing into 102 without essay writing background are encouraged to use the Writing Center and tutoring services for the first couple essay assignments.

Course objectives

- Produce writing that makes a claim and supports it with sustained, specific, organized, coherent, and unified evidence, whether the writing is self-generated or researched
- Produce writing that is stylistically appropriate and shows awareness of audience and rhetorical situation
- Produce writing that makes appropriate use of sources in quotations, paraphrases, and summaries to develop and/or support a claim
- Produce writing that is documented according to convention, both in text and on MLA Works Cited and/or APA References pages

- Produce writing that exhibits relatively few mechanical, grammatical, usage, and spelling errors
- Discuss the writing process and rhetorical strategies in meaningful ways

Outcomes assessment

The essay assignments will cover most of the objectives listed above. Daily class activities will involve discussion of the writing process.

Course focus

Every English 102 class is a bit different, depending on the instructor's strengths and interests. While each section teaches to the objectives listed above, you have to write *about* something, so each section focuses on certain topics. The topic of this course will be how to interpret, adapt to, and change the communicative practices of the communities we want to be members of.

Another thing you need to know is that different composition teachers operate from different definitions of "composition" – it can mean only writing, but it can also include speech, visual design, and even programming. Composition also happens in many different media. In our increasingly digital world, learning to compose in different modes and media – developing *multi-literacies* – is crucial.

Required texts

The Writer's Presence: A Pool of Readings 6th ed., McQuade & Atwan, eds.

A good handbook with updated MLA & APA citation styles

Required materials

Consistent access to a networked computer (all class materials, including daily lesson plans, will be posted on our Blackboard site)

Assignments and other graded components

Rulebook 1.0 (10%)

A rulebook that outlines the rhetorical conventions of your community.

Document de-design (15%)

One of the best ways to understand the rules is to break them. In this assignment, you'll practice the rules of your community's texts by taking a document from your field and redesigning it... *into the worst document you can make*. (You'll also have to explain your choices.)

Research prospectus (5%)

Your research project will involve identifying a problem in your community and attempting to solve it. Therefore, it will begin with an outline of the problem and its political facets. You'll also sketch out the type of text you'll compose for the project.

Annotated bibliography/Double-entry notes (15%)

Good researchers take good notes. You'll practice an especially useful style of note-taking, the double-entry method, as you conduct research for your project.

Research project (25%)

The flagship assignment is an 8-10 page research essay that analyzes and proposes a solution to some problem within your community.

Rulebook 2.0 (10%)

You'll end the course by revising your rulebook in light of what you learned during your research project. You'll turn it in with a short description of the choices behind your revisions.

Homework assignments (10%)

Most homework assignments ask you to read an essay in our reader. Usually I will ask you to hand in short written responses to what you have read to make sure that you're reading and thinking about the assignments. I will grade these on a five-point system, and you'll need to provide thorough answers (though not polished writing) for full credit. There will also be assorted homework assignments that relate specifically to the writing project we're on; these will vary in complexity and value.

Homework can only be turned in late if I know you'll be absent in advance. If you're absent, you can get the day's homework assignment from Blackboard so that you can turn it in on time.

Participation (10%)

Every day, you will earn 5 points for adequate participation in class. This includes engaging in class discussions, group work, and in-class writing assignments (for which you'll need to keep a notebook or laptop handy). If you're disruptive, sulking in the corner, playing Sudoku, or texting, you'll lose points. Your participation grade is also affected by your attendance: you don't get points if you aren't there. I refuse to weigh the relative merits of people's reasons for missing class, so I count *all* absences the same, including athletic and other University-sponsored activities. And a note to the punctually challenged: coming in more than ten minutes late counts as half an absence.

Teaching philosophies

Here are the primary philosophies that inform my teaching, so you have an idea of what to expect from me and how our class will run:

- Good learning is situated in real-life (or simulated) practice, not in abstract discussion.
- A good teacher is a coach rather than a "sage on the stage."

- People learn new things by connecting new information or skills with information/skills they already have (also known as "scaffolding").
- Good learning is a back-and-forth process of hypothesizing about a new idea, trying it out, and reflecting on how that trial went. (This dialectical process is also known as "active and critical thinking.")
- Students learn best when they're engaged with the material. The ways that I try to engage my students are:
 - by giving you as much choice as possible about what you'll study/create
 - by encouraging you to actively seek information rather than passively absorb it
 - by encouraging you to **play** as much as possible

Additional policies

Academic integrity

If you read other articles in order to supplement or advance or generate your own ideas, you need to give credit to the author(s), whether you directly quote them or not. You're all aware that intentional plagiarism is wrong, and that it has dire consequences (failure in the class and an investigation from the Office of Student Conduct). Most students who intentionally plagiarize do it because they're pressed for time and feel too stressed to write their own paper. My advice: come talk to me if you have any problems getting the work done, or if you're confused about documentation. I'm here to help you, not catch you.

Discrimination

I am committed to providing a safe classroom environment that is free of discrimination. The kinds of discrimination prohibited by CWI policy are those which occur on the basis of race, sex, religion, age, color, creed, national or ethnic origin; physical, mental or sensory disability; marital status, sexual orientation, and status as a Vietnam-era or disabled veteran. That being said, ignoring our differences in an attempt to avoid conflict or discomfort can sometimes wind up reinforcing the same prejudices and conflicts we're trying to avoid, so I will encourage the input each of you brings to the class based on the identities you're comfortable speaking from.

Special accommodations

Students with disabilities who believe that they may qualify for accommodations in this class are encouraged to contact the **One Stop Student Services Center** and discuss the possible accommodations with an Enrollment Specialist. If you have a diagnosed Learning Disability, please initiate this contact as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please contact the **One Stop Student Services at 562-3000 or Room 107 – CWI Main Campus.**

Drop policy

It is the student's responsibility to drop the course. Students are responsible for adding and dropping courses. At the end of the first week of class, faculty may perform faculty initiated drop for non-attendance. Beyond the first week, it is the student's responsibility to drop any course he/she

does not intend to finish. Students who stop attending a course without filing a drop request will receive a grade of F.

CWI E-mail and Blackboard Accounts

All registered CWI students receive a college email and Bb account. Every course at CWI has a Bb component. It is the student's responsibility to access both accounts regularly to avoid missing important messages and deadlines.

Electronic Distractions

I understand that we're all used to multitasking like crazy these days, and that a classroom, with its demands for your full, undivided attention, comes off as not only old-tech but downright dull. There will be times in here where you'll be allowed – if not required – to multitask, but there will be other times when you'll need to put the old nose to the grindstone and focus on one thing. I ask that you be sensitive to those latter times and focus accordingly. I also ask that you refrain altogether from reading the *Evergreen* or texting your friends during class, since they have nothing to do with class and pretty much come off as insults to your classmates and me.

