English 100T: Transitional English

Instructor: Amanda I. Ross
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Office: Language & Literature 408A
Hours: 2-2:50 Mondays & Fridays or by appointment*
*also Library 191 from 10-11:50 on Wednesdays

Classroom: Hogue 220
Class Hours: 1-1:50 Monday, Tuesday, Wednesday*, & Thursday
*Meet in the ARC: Writing Center (Library 1st floor) each Wednesday starting October 2

Course Description

English 100T is a study of academic written English with review of sentence and paragraph-level skills, such as word usage, sentence structure, organization, grammar, and mechanics with a reading component to improve comprehension of academic English; students will learn to write unified, coherent paragraphs and short compositions. Credits will not be allowed toward meeting bachelor’s degree requirements.

*Students must earn a minimum B- (80%) in order to receive a Satisfactory grade for the course.

Course Texts


- English Brushup is a workbook. You must purchase a new copy of this book. There will be a workbook check before the first grammar assignment is due to verify that you have a new copy.

Blackboard & GroupWise

Each student must ensure that he/she can access both Blackboard and GroupWise (e-mail) for communication purposes. Blackboard is an electronic tool that keeps track of grades and course documents and allows for communication between members of the class and the instructor. All course announcements posted on Blackboard will also be sent to students via GroupWise.
http://courses.cwu.edu/

All assignments will be posted on Blackboard only. Hard copies will not be provided. Each student is responsible to download and print assignments and rubrics.
The main goal of English 100T is to prepare you for English 101. This class is graded on a Satisfactory (S)/Unsatisfactory (U) scale. To receive an S, you must earn at least 800 points (80%) out of the 1,000 points available for the course.

If you do not submit an Arguing Causes and Effects paper, you will not pass the course, no matter how many points you have at the end of the quarter.

**Assignment Break-Down:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Vocabulary Quizzes (four)</td>
<td>20 points (5 points each)</td>
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<tr>
<td>Writing Assessment</td>
<td>25 points</td>
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<tr>
<td>Reading Assessment</td>
<td>25 points</td>
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<tr>
<td>Final Assessment</td>
<td>100 points</td>
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<tr>
<td>Grammar Practice (six)</td>
<td>30 points (5 points each)</td>
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<tr>
<td>Peer/Self Reviews (eight)</td>
<td>80 points (10 points each)</td>
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<tr>
<td>Library Assignments (nine)</td>
<td>45 points (5 points each)</td>
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<tr>
<td>Reading Log (nine)</td>
<td>45 points (5 points each)</td>
</tr>
<tr>
<td>Journal (daily)</td>
<td>80 points (40 points at midterm and 40 at final)</td>
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<tr>
<td>Descriptive Paper</td>
<td>50 points</td>
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<tr>
<td>Narrative Paper</td>
<td>50 points</td>
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<tr>
<td>Process Analysis Paper</td>
<td>50 points</td>
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<tr>
<td>Comparison and Contrast Paper</td>
<td>75 points</td>
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<tr>
<td>Division and Classification Paper</td>
<td>75 points</td>
</tr>
<tr>
<td>Arguing Causes and Effects Paper</td>
<td>150 points</td>
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<tr>
<td>Revisions (two)</td>
<td>100 points (50 points each)</td>
</tr>
</tbody>
</table>

**TOTAL** 1000

* Detailed handouts will be provided for each major assignment.

**Extra Credit Opportunities:**

A. You can make up some of the points you miss if you are absent on the day of a quiz by writing a one-page excuse. Explain why you missed class. Lie to me. Make it an interesting story. (10 points—may be repeated twice)

B. Write a one-page fairy tale. Tell me a story about a great adventure. Make me laugh. (10 points—may be done one time)

C. Visit the Writing Center and work with a tutor for at least 30 minutes. You can only visit the Writing Center for extra credit once per week. (10 points—may be repeated five times)
Course Outcomes

A. Reading Comprehension
   1. Recognize implicitly stated main ideas in paragraphs and essays
   2. Show how details are related to the main idea
   3. Recognize unstated assumptions
B. Fluency
   1. Use precise vocabulary
   2. Write clear and meaningful sentences and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus
C. Coherence
   1. Link sentences within paragraphs and paragraphs within essays, strategically placing elements to provide clarity, cohesion, and focus
   2. Distinguish between thesis statements and development (e.g. reasons, illustrations, examples, details)
D. Proofreading
   1. Include correct punctuation, mechanics, and spelling
   2. Follow grammar conventions appropriate for an academic audience
E. Process
   1. Describe your own writing process
   2. Edit your work and the work of other students

Writing Program Expectations

The Program’s faculty recognize that writing is a process and that writers depend on a community of readers. We expect each student to participate in this course in the following ways:

- prewriting to 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 self-assess your 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.
Class Policies

- **Respect one another.** Any student whose behavior is disruptive to the instructor or fellow students or whose conduct is disorderly (using inappropriate language, talking out of turn, using cellular phones and other electronic devices in class, etc.) will be reprimanded. At the instructor’s discretion, the student will be asked to leave the class, and the incident will be reported to Student Affairs.

- In the English Department and in this classroom, diversity of perspective is welcomed and celebrated. **No forms of prejudice or discrimination will be tolerated.** including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, socio-economic status, or veteran status. We are here to learn in a climate of civility and mutual respect. To find out more about diversity, contact the Diversity Education Center at (509)963-1685 or see the website at: www.cwu.edu/~diversity/ .

- Turn off and put away cellular phones and all other electronic devices for the duration of class. “Three Strikes” Cellular Phone Policy: strike one—student will sing his or her ringtone, strike two—student will surrender phone to instructor and lose points for the day, strike three—student will be expelled from class.

- **Start assignments early.** Each student will bring his/her paper to class workshops and, if he/she would like extra help, to the ARC: Writing Center before submitting it. Schedule an appointment: e-mail umwdesk@cwu.edu or call (509)963-1270.

- **Only two papers will be revised** this quarter, per assignment break-down.

- **Turn in assignments on time.** Late assignments will receive zero points—no exceptions. If a student knows he/she will miss class the day an assignment is due, turn the assignment in early to the English Department office in L&L 423 (must be stamped by secretary) or ask a trusted classmate to submit it in class and on time. An absence does not excuse a student from turning an assignment in on time. Technical difficulties, such as computer or printer problems, are not acceptable excuses.

- **Avoid academic dishonesty.** The work each student submits must be his/her own. A blatant case of plagiarism will result in a failing grade for the paper and may result in a failing grade for the class. Furthermore, such a violation of the university’s Student Rights & Responsibilities Policy will be reported to Student Affairs (see CWU’s policy on academic dishonesty in the catalog: http://www.cwu.edu/registrar/catalogs).

- **Attend class,** be on time, and be prepared. No more than four absences of any kind are allowed. If a student misses more than four class meetings, he/she will retake the course next quarter. The instructor will close the door at the beginning of class and take roll. A student is considered late if he/she must open the door to enter the classroom. Every two late arrivals equal one absence. If a student is severely tardy, more than ten minutes late, he/she will be marked absent. If a student shows up to class unprepared (missing book, incomplete assignment, no pen/paper, etc.), he/she will be marked absent.

- **Each student will be held responsible for completing all work assigned** while he/she is absent. If a student does miss class, do not contact the instructor to find out what was missed until speaking to at least one classmate and checking Blackboard. Points may be made up by completing available extra credit.
Write down the names and contact information of two classmates you can call or e-mail for information when you have missed class.

Name: ________________________  Name: ________________________

Phone: ________________________  Phone: ________________________

E-mail: ________________________  E-mail: ________________________

**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, please give the instructor a copy of your “Confirmation of Eligibility for Academic Adjustments” as soon as possible so we can discuss how to implement the approved adjustments. If you do not have this form, contact the Disability Support Services Office, Bouillon 205 or dss@cwu.edu or 963-2171.
Schedule of Assignments

Week 1

Wednesday, September 25
In Class: Introductions: discuss syllabus, Blackboard, and weekly assignments
Homework: Review syllabus and buy textbooks

Thursday, September 26
Meet in Shaw-Smyser 214 (Computer Lab)
In Class: Reading Assessment
Homework: Review syllabus and buy textbooks

Week 2

Monday, September 30
In Class: Descriptive Paper assigned
Homework: Work on descriptive paper

Tuesday, October 1
Meet in Shaw-Smyser 214 (Computer Lab)
In Class: Writing Assessment
Homework: Read “A Plague of Tics” by David Sedaris (50 Essays 359-72);
Reading Log One due tomorrow

Wednesday, October 2
Meet in the ARC (Library 190)
In Class: Reading Groups
Due Today: Reading Log One
Homework: Draft of Descriptive Paper due tomorrow, Library Assignment One
due tomorrow

Thursday, October 3
In Class: Peer Review of Descriptive Paper
Due Today: Draft of Descriptive Paper and Library Assignment One
Homework: Final draft of Descriptive Paper due Monday

Week 3

Monday, October 7
In Class: Narrative Paper assigned
Due Today: Final Draft of Descriptive Paper
Homework: Read *English Brushup* 1-14; Grammar Practice One due tomorrow; *English Brushup* book check tomorrow

**Tuesday, October 8**
In Class: Grammar: Parts of Speech; *English Brushup* book check
Due Today: Grammar Practice One
Homework: Draft of Narrative Paper due tomorrow

**Wednesday, October 9**
**Meet in the ARC (Hertz Library 190)**
In Class: Peer Review of Narrative Paper
Due Today: Draft of Narrative Paper
Homework: Read “On Dumpster Diving” by Lars Eighner (*50 Essays* 146-158); Reading Log Two due tomorrow; Library Assignment Two due tomorrow; Vocabulary Quiz One tomorrow

**Thursday, October 10**
In Class: Reading discussion, Vocabulary Quiz One
Due Today: Reading Log Two, Library Assignment Two
Homework: Final draft of Narrative Paper due Monday

**Week 4**

**Monday, October 14**
In Class: Process Analysis Paper assigned
Due Today: Final draft of Narrative Paper
Homework: Work on Process Analysis Paper

**Tuesday, October 15**
In Class: Plagiarism
Homework: Read “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie (*50 Essays* 15-19); Reading Log Three due Thursday; Library Assignment Three due Thursday, Vocabulary Quiz Two Thursday

**Wednesday, October 16**
**NO CLASS (Study Day)**
Go to the Writing Center with your draft of your Process Analysis Paper

**Thursday, October 17**
In Class: Vocabulary Quiz Two, reading discussion
Due Today: Reading Log Three, Library Assignment Three
Homework: Final draft of Process Analysis Paper due Monday
Week 5

Monday, October 21
In Class: Compare and Contrast Paper assigned
Due Today: Final draft of Process Analysis Paper
  Homework: Read English Brushup 17-38; Grammar Practice Two due tomorrow;
  revision of Descriptive Paper due Thursday

Tuesday, October 22
In Class: Grammar: Subjects and Verbs
Due Today: Grammar Practice Two
  Homework: Read “Two Ways to Belong in America” by Bharati Mukherjee
  (50 Essays 280-283); Reading Log Four due tomorrow

Wednesday, October 23
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Four
  Homework: Draft of Compare-Contrast Paper due tomorrow; Library Assignment
  Four due tomorrow; revision of Descriptive Paper due tomorrow

Thursday, October 24
In Class: Peer Review of Compare-Contrast Paper
Due Today: Revision of Descriptive Paper; Library Assignment Four, Draft of Compare-
  Contrast Paper
  Homework: Final draft of Compare-Contrast Paper due Monday

Week 6

Monday, October 28
In Class: Divide and Classify Essay assigned
Due Today: Final draft of Compare-Contrast Paper
  Homework: Read English Brushup 39-48; Grammar Practice Three due
tomorrow; Journals due Thursday (Sept. 25-Oct. 31)

Tuesday, October 29
In Class: Grammar: Subject-Verb Agreement
Due Today: Grammar Practice Three
  Homework: Read “The Ways We Lie” by Stephanie Ericsson (50 Essays 159-
  168); Reading Log Five due tomorrow

Wednesday, October 30
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Five
Homework: Journals due tomorrow (Sept. 25-Oct. 31); Library Assignment Five due tomorrow; draft of Divide-Classify Essay due Thursday

Thursday, October 31
In Class: Peer review of Divide-classify Essay
Due Today: Draft of Divide-Classify Essay, Library Assignment Five, Journals
Homework: (Optional) If you want instructor to read a draft of your Divide-Classify Essay and make suggestions, bring a copy on Monday.

Week 7

Monday, November 4
In Class: Divide and Classify practice
Due Today: Draft of Divide-Classify Essay (Optional)
Homework: Read *English Brushup* 49-58; Grammar Practice Four due tomorrow

Tuesday, November 5
In Class: Grammar: Sentence Types
Due Today: Grammar Practice Four
Homework: Read “Mother Tongue” by Amy Tan (*50 Essays* 396-402); Reading Log Six due tomorrow

Wednesday, November 6
Meet in the ARC (Library 190)
In Class: Reading discussion
Due Today: Reading Log Six
Homework: Draft of Divide-Classify Essay due tomorrow; Library Assignment Six due tomorrow; Vocabulary Quiz Three tomorrow

Thursday, November 7
In Class: Peer Review of Divide-Classify Essay; Vocabulary Quiz Three
Due Today: Draft of Divide-Classify Essay, Library Assignment Six
Homework: Final draft of Divide-Classify Essay due Tuesday

Week 8

Monday, November 11
NO CLASS (Veteran’s Day)

Tuesday, November 12
In Class: Arguing Causes and Effects Essay assigned
Due Today: Final draft of Divide-Classify Essay
Homework: Read “Just Walk on By: Black Men and Public Space” by Brent Staples (*50 Essays* 383-386); Reading Log Seven due tomorrow
Wednesday, November 13
Meet in the ARC (Library 190)
In Class: Reading discussion
Due Today: Reading Log Seven
Homework: Read *English Brushup* 59-70; Grammar Practice Five due tomorrow; Library Assignment Seven due tomorrow

Thursday, November 14
In Class: Grammar: Fragments
Due Today: Grammar Practice Five, Library Assignment Seven
Homework: Outline of Arguing Causes and Effects Essay due Monday

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**Week 9**

Monday, November 18
In Class: Peer review of outline of Arguing Causes and Effects Essay
Due Today: Outline of Arguing Causes and Effects Essay
Homework: Read *English Brushup* 71-80; Grammar Practice Six due tomorrow

Tuesday, November 19
In Class: Grammar: Run-on Sentences
Due Today: Grammar Practice Six
Homework: Read “Turkeys in the Kitchen” by Dave Barry (*50 Essays* 72-75); Reading Log Eight due tomorrow

Wednesday, November 20
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Eight
Homework: Library Assignment Eight due tomorrow

Thursday, November 21
In Class: Cause-Effect activity
Due Today: Library Assignment Eight
Homework: Draft of Arguing Causes and Effects Essay due Monday

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**Week 10**

Monday, November 25
In Class: Peer Review of Arguing Causes and Effects Essay
Due Today: Draft of Arguing Causes and Effects Essay
Homework: Read “A Modest Proposal” by Jonathan Swift (*50 Essays* 387-393); Reading Log Nine due tomorrow, Vocabulary Quiz Four tomorrow

**Tuesday, November 26**
- In Class: Vocabulary Quiz Four, reading discussion
- Due Today: Reading Log Nine
  - Homework: Bring a copy of your Divide-Classify Essay for Monday. (Optional: Bring a copy of your Arguing Causes and Effects Essay on Monday if you would like your instructor to read it and make suggestions.)

**Wednesday, November 27**
- NO CLASS (Thanksgiving Recess)

**Thursday, November 28**
- NO CLASS (Thanksgiving Recess)

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**Week 11**

**Monday, December 2**
- In Class: Revision Workshop: Divide-Classify Essay
- Due Today: Bring a draft of your Divide-Classify Essay (Optional: draft of Arguing Causes and Effects Essay)
  - Homework: Divide-Classify Essay Revision due Thursday; Journals due Thursday (Nov. 4-Dec. 5)

**Tuesday, December 3**
- In Class: Review for Final Assessment
- Homework: Read “Television: The Plug-in Drug” by Marie Winn (*50 Essays* 438-447); Reading Log Ten due tomorrow

**Wednesday, December 4**
- **Meet in the ARC (Library 190)**
- In Class: Reading Discussion
- Due Today: Reading Log Ten
  - Homework: Journals due tomorrow (Nov. 4-Dec. 5); Library Assignment Nine due tomorrow; revision of Divide-Classify Essay due tomorrow

**Thursday, December 5**
- In Class: Review for Final Assessment; Arguing Causes and Effects discussion
- Due Today: Library Assignment Nine, revision of Divide-Classify Essay, Journals (Nov. 4-Dec. 5)
  - Homework: Final draft of Arguing Causes and Effects Paper due at the time of the Final Assessment. No late papers will be accepted. You will not pass English 100T if you do not submit a final paper.

****FINAL ASSESSMENT: Date and time will be determined and announced later****