# Course Information

**Instructor:** E. “Rick” Hutchins, Jr.  
Language & Literature 403I  
E-mail: e.rick.hutchins@cwu.edu  
(please include “English 101.18” in your subject line for email. Note that I do not respond in any manner to emails received from non @cwu.edu addresses)

**Office hours:** On Campus, Mondays, 9:30 - 10:45 or by appointment  
Online, Mondays, 2:00 - 3:30. You may also reach me during office hours and at other times using Blackboard Instant Messenger, email, or the Q&A forum of the Blackboard Discussion Group Section.  
*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 office hours or a scheduled appointment.*

**Class Time and Location:** M, W, F 11:00 - 11:50  
McIntyre Hall 117

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# 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 a synthesis essay in which you answer a research-based question of interest to you and to others in your class.

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# Course Texts

Other texts as assigned.

**Microsoft Word 2007/10** - While other word processing programs may serve your needs, they will likely not save your files in the proper format and could result in issues with your papers. You will need to use Microsoft Word to save your documents properly. You may obtain Word at a significant discount from the University Bookstore, download a 60-day demo version which, to my understanding, can be extended to 180 days, or save your work to a jumpdrive and use campus lab computers to convert the document using the available MS Word before you submit your work for grading.

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# 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 Bouillon, room 205 and can be reached at 963-2171 or via email to dss@cwu.edu.

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# 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.
The University Writing Program Outcomes

In English 101, you will focus on the following outcomes:
• Reading critically—distinguishing central ideas from evidence and identifying the author's purpose, assumptions, and attitudes;
• Summarizing advanced-level material accurately—representing and documenting content; reflecting the source's purpose, tone, and structure; referring to all key ideas; and excluding unnecessary details;
• Reading responsively—using prior knowledge and experience to identify questions at issue and to recognize bias;
• Responding in writing to advanced-level material—reflecting the positions and assertions of an author, identifying a question at issue for both the student and the author, and focusing comment on the question at issue;
• Identifying and synthesizing the common questions at issue among readings that represent various perspectives on a topic or solutions to a problem;
• Drawing reasonable conclusions from information found in various sources—whether written, oral, tabular, or graphic—and integrating those conclusions into the development of written projects;
• Integrating multiple sources—examining alternative solutions or perspectives and responding to source material. The writing may include a description of the research process;
• Crafting prose that conforms to the expectations of an academic audience.

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.
Your grade is determined by the total accumulation of your scores in the following categories:

- **Total 1000 pts = 100%**
- **75** Citizenship (see below)
- **150** Quizzes
- **50** MLA Exam
- **100** Journal
- **25** Informal Rhetorical Analysis
- **100** Summary Paper
- **150** Summary-Response
- **50** Synthesis Proposal
- **250** Synthesis Paper
- **50** Reflection Letter

Points Earned (range)

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

A score of 699 (D+) or lower will require that you retake English 101.
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 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. However, merely attending class every day does not earn an "A" for participation: being in class is a minimum, a basic requirement (it might even be considered less than adequate). Attendance is evaluated based upon the following:

- Be punctual: you will be counted absent if you are tardy twice or are very late to a single class.
- You will be counted absent if . . .
  - you are not prepared for class (homework ready, readings complete, workshop materials in-hand, etc.)
  - 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).
- For 4 absences your citizenship grade will be lowered by 50 percent and may reduce your final grade by one degree (that is, B to B- or C- to D+).
- For 5 absences your citizenship grade will be lowered to 0 and I may reduce your final grade by one full letter (that is, B+ to C+).
- For 6 or more absences I may fail you for the course.
- There is no such thing as an excused absence (though I think I'm reasonable).
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 in order to receive a 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 weekly quizzes during the quarter or missing three 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 five or more journal entries (combined) during the quarter may result in a lowering of your grade by one full grade (A to B, etc.). 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 check Blackboard daily for assignments, readings, and other class notes. Neither make-up quizzes (for those given in-class) or 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 Blackboard. We are all responsible for maintaining the learning environment here. Please, be considerate. (Thanks to Corwin King for much of the above)

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. (See CWU’s policy on academic dishonesty in appendix B of the catalog.)

(Thanks to Dr. Steven Olson for the inspiration and much of the content of this Citizenship policy.)
Course Calendar

A complete calendar for the quarter is available under the Calendar function of the Blackboard course and may be printed out in its entirety when the course opens. Additionally, I have posted a .pdf of the calendar and a QR code for your convenience in downloading the calendar to your smartphone or other device; you may find these items under the Syllabus section of Blackboard. However, below are the weekly event dates and due dates for Major Assignments.

Due Weekly

Weekly Readings can be found on the Blackboard Calendar. Each week you are assigned from one to three 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.

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 Blackboard 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 50 minutes. At the end of the quarter, final quiz totals will be calculated by multiplying the total number of answers that a student has correct for the quarter by 150 and divided by the total number of quiz questions asked (i.e. average). For example, if there are 300 total questions and the student correctly answered 268, the final value for the quiz category will be \((268 \times 150)/300\) or 134.

I will not re-enable quizzes for students under any circumstances - NO EXCEPTIONS.

Paper Due Dates

All Papers must be submitted to Blackboard 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.

Summary Paper: October 14  
Informal Rhetorical Essay: October 28  
Summary - Response Paper: November 8  
Synthesis Proposal: November 15  
Final Synthesis Paper: December 6  
Final: Wednesday, December 11  
Reflection Letter: December 10

The Informal Rhetorical Essay, the Synthesis Proposal, and the Reflection Letter MUST be turned in on time, or you will receive a zero for the assignment. You must turn in a Synthesis Proposal to be eligible to write a Final Synthesis Paper.
Late Paper Policy

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 20 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 grade by the number of points the paper was worth in addition to the loss of the paper score. (Note: the standard policy for students who miss major assignments is to fail the student from the course (instead of simply losing double the points.)

Exams

There is only one exam in this class. You must take the exam on the specified date. Make-up exams are not allowed for any reason. A portion of the exam will be online in place of the weekly quiz on Thursday, October 17; the remainder will be taken in class on Friday, October 18.

Mid-term exam on MLA, Quoting, Paraphrasing, and Summarizing Sources: October 17-18.

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.

Journal Guidelines

- 3.75 points per entry X 28 possible entries = 105 possible points.
- Each entry must be at least 100 words, there’s no maximum length limit.
- 3 entries per week – 1 between each Monday and Wednesday, 1 between each Wednesday and Friday, and 1 between each Friday and Monday - beginning with the first day of class (Wed., Sept 19) and excluding Veteran’s Day, Inservice Day, and the Thanksgiving break when only 1 entry is required between the classes that occur during those periods.
- The entries should reflect on English 101 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, etc. (Think Facebook Status Update).
- Entries should not be used to communicate issues that are better suited for email (e.g. questions about assignments, absence excuses, etc).