**Course Information**

- **Listing:** ENG101.021
- **Course time:** 1:00–1:50 p.m. M, W, F
- **Classroom:** Lang + Lit 109
- **Instructor:** Joseph Johnson
- **Occe:** Lang + Lit 403I
- **E-mail:** josjohns@cwu.edu
- **Occe hours:** M, W 9:00–9:50
  or by appointment

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**Expectations**

Reading and writing in context is the focus of this course. You will write in a variety of settings—class discussions, formal papers, and collaborative projects. You will participate in the effective construction of coursework, developing and challenging ideas, and evaluating the work of others. You are expected to:

1. **Participate Critically:** Engage in discussions and activities with the goal of fully understanding the material.
2. **Write Clearly:** Produce polished prose that is purposeful, clear, and effective.
3. **Assess Yourself:** Understand your strengths and weaknesses.
4. **Write Responsibly:** Maintain academic integrity in all written work.
5. **Engage Critically:** Engage critically and constructively in the exchange of ideas.
6. **Revise:** Improve the quality of your work.
7. **Self-Assess:** Understand your own performances.

**Course Content**

- **Academic Writing:** Focus on developing skills in academic writing and reading in context (rhetorical situation).
- **Critical Reading:** Read critically to understand and evaluate written text.
- **Writing Skills:** Develop skills in prewriting, drafting, revising, and editing.
- **Collaboration:** Participate in collaborative writing projects.
- **Self-Assessment:** Reflect on your own writing and the writing of others.

**Assessment**

- **Writing Assignments:** Regular writing assignments, including a culminating essay.
- **Participation:** Active participation in class discussions.
- **Self-Assessment:** Regular self-assessment of your work.

**Course Goals**

- **Academic Writing:** Develop skills in writing for academic purposes.
- **Critical Thinking:** Develop critical thinking skills.
- **Communication Skills:** Develop effective communication skills.
- **Self-Assessment:** Develop self-assessment skills.
- **Collaboration:** Develop collaboration skills.

**Required Resources**

- **Textbook:** None
- **Supplementary Materials:** Handouts and online resources

**Technical Requirements**

- **Technology:** Access to a computer with internet access.
- **Software:** Microsoft Word or similar word processing software.

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This course will help you to develop the skills necessary for **academic writing** and **reading and writing in context** (rhetorical situation). Through assignments involving critical reading, responding, and researching, you will generate complex questions, explore multiple perspectives, and write summaries and responses.

The culminating assignments for the course are an **exploratory synthesis**—in which you examine a research-based question with a well-developed paper—and a **rhetorical essay** that demonstrates critical reading and writing skills.
CLASS TEXTS


Coursepack. Available exclusively through the Wildcat Shop (CWU Bookstore).

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; relecting 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 responses to common questions at issue, 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 by examining alternative solutions or perspectives and responding to source material.
- Crafting prose that conforms to the expectations of an academic audience.

Writing

A FINISHED ESSAY should have . . .
- 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.

ADA Statement

If you wish to set up academic adjustments in this class, please provide a copy of your “Confirmation of Eligibility for Academic Adjustments” so we can discuss how to implement the approved adjustments.

Communication

Canvas is an essential resource for this course. Every student must be familiar with this tool.

For assistance, contact 963-1224 or see the documentation at www.cwu.edu/~media/cwuonline.

E-mail: Regularly check your student (name@cwu.edu) e-mail account. Your cwu.edu account can be set to automatically forward mail to a personal e-mail account. All e-mail must come from your student account (login to GroupWise) or through Canvas messaging.

Citizenship

Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using cell phones, texting, or using other electronic devices in class*) will be reprimanded. In some cases, a student may be asked to leave class and the incident may be reported to Student Aairs.

Use of electronic devices during class is prohibited and may be counted as an absence or non-participation. Computers (laptops, netbooks, etc.) are not permitted for in-class use except as arranged by Disability Support Services (see “ADA Statement,” page 3).

Participation

Daily Participation: For every class, you should be prepared for instruction and ready to engage fellow students, the instructor, and the material. If you come to class and are prepared to participate, you will earn four points per session. An absence automatically eliminates any participation points for the day.

If you are not prepared for class or if you are disruptive (such as in the use of electronic devices) you will be counted “non-participatory” and will not earn participation points for the class period.

Absence Penalty: If absent from class, you are unable to offer your perspectives and contribute to the course; thus, this class does not distinguish between excused and unexcused absences.

Furthermore, the lack of reliable and consistent participation affects the overall quality of the class. As such, beginning with your third absence, you receive a 15 point penalty (in addition to not gaining participation points).

If you miss class, check your syllabus, visit Canvas, and talk with a classmate about that day’s lesson. You are responsible for completing any work assigned while you are absent (and assuring all assignments are submitted on time). Requests for making up in-class tests must made via e-mail within twelve hours of the original test date to avoid receiving zero credit. Some assignments are participation-dependent and cannot be made up or pre-arranged.

Penalty Exemption: There’s no way to make up participation points. However, in rare circumstances usually CWU-related activities (i.e. athletics, trips, etc.)—you may petition to have an absence penalty waived. Requests must be made via e-mail at least 24 hours prior to the absence for consideration.

Tardies: If you are not present when roll is completed but arrive within the first five minutes of class, you are counted “tardy.” Every set of four tardies counts as one absence. If you arrive to class more than five minutes late, you will not earn participation points.
There are twenty-eight scheduled class periods this quarter. We will not be meeting during finals week, although a final assignment is due by the scheduled final time. Please note that there are three holiday dates—November 11, 27, and 29. In addition, October 16 is an “Instructional Study Day,” a non-class day.

This schedule is an overview of the assignments, readings, lectures, and topics for the course.

If it becomes necessary to adjust this schedule, you will be notified as soon as possible, both in class and on Canvas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Class Topics</th>
<th>Reading Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25</td>
<td></td>
<td>Introductions, Texts, Syllabus</td>
<td>Syllabus, Glossary CP 67-69</td>
</tr>
<tr>
<td>9/27</td>
<td>Syllabus Quiz*</td>
<td>Central Texts, Sources</td>
<td>CP 6-9 (RR#1), WIT 1-8, 22-31, HE 5c 66-68, Scan Central Texts (Canvas)</td>
</tr>
<tr>
<td>9/30</td>
<td>Reading Response 1</td>
<td>Planning and Drafting Summaries</td>
<td>WIT 37-42, HE 33c 336-349, HE 5b 61-65</td>
</tr>
<tr>
<td>10/2</td>
<td>Article Proposal [optional]</td>
<td>Summaries and Main Ideas</td>
<td>HE 24 198-203, HE 5d 69-71</td>
</tr>
<tr>
<td>10/4</td>
<td>WIT Quiz 1*</td>
<td>Rhetoric and Rhetorical Situation</td>
<td>HE 4f 51-56</td>
</tr>
<tr>
<td>10/7</td>
<td>Summary</td>
<td>Summarizing and Responding Thesis Statements, Summary-Response Assignment</td>
<td>CP 10-18 (RR#2), WIT 57-71, HE 2 25-27, HE 1de 14-23</td>
</tr>
<tr>
<td>10/9</td>
<td>Reading Response 2</td>
<td>Responding to Texts</td>
<td>WIT 37-42 (review), HE 3 29-32</td>
</tr>
<tr>
<td>10/11</td>
<td>NOTE: Online only class</td>
<td>CriticalReading Standard Written English and Reading</td>
<td>CP 19 (RR#3), HE 3 29-32 (review)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Writing</td>
<td>Note: Bring HE on Monday</td>
</tr>
<tr>
<td>10/14</td>
<td>Reading Response 3 WIT Quiz 2*</td>
<td>Attribution and Citation Adributive Tags, In-Text Citations, Works Cited</td>
<td>HE 6cd 81-84, 31d 258-268, 21 183-187, 22 188-190, Syllabus “Plagiarism” (review)</td>
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<tr>
<td>10/16</td>
<td>Instructional Study Day (No class meeting)</td>
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<tr>
<td>10/18</td>
<td>Paraphrasing and Summarizing Paraphrasing, Summaries, QPS MLA</td>
<td>CP 20 (RR#4), WIT 76-84, HE 7d 90-92</td>
<td></td>
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</tbody>
</table>

*This assignment is completed on Canvas

See page 7 for a brief description of this assignment.
<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Class Topics</th>
<th>Reading Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>S-R Draft (x 2) QPS MLA Test* Reading Response 4</td>
<td>Summary-Response Guided Peer-Review (must bring two copies of Summary-Response draft to class)</td>
<td>WIT 98-104, HE 71 94-95</td>
</tr>
<tr>
<td>10/23</td>
<td>Summary-Response</td>
<td>Synthesizing Synthesis Project, Assumptions</td>
<td>WIT 138-144, HE 15a 138-139</td>
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<tr>
<td>10/25</td>
<td>SynthesizingVoices Combining Texts, Thesis Statements</td>
<td></td>
<td>HE 15b 139-140, 31c 257-258 Note: Bring HE on Monday</td>
</tr>
<tr>
<td>10/28</td>
<td>Bibliography and Annotations Annotated Bibliography Assignment</td>
<td></td>
<td>HE 17 154-159, 25 204-208</td>
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<tr>
<td>10/30</td>
<td>WIT Quiz 3*</td>
<td>Synthesis Plan Synthesis, Openings, Structure</td>
<td>HE 9 103-106</td>
</tr>
<tr>
<td>11/1</td>
<td>Annotated Bibliography</td>
<td>WritingProcess Writing Stages, Thesis and Structure</td>
<td></td>
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<tr>
<td>11/4</td>
<td>Opening 11/3 Thesis Group Group 1 Critique</td>
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<tr>
<td>11/6</td>
<td>Opening 11/5 Thesis Group Group 2 Critique</td>
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<tr>
<td>11/8</td>
<td>Opening 11/7 Thesis Group Group 3 Critique</td>
<td></td>
<td>HE 14 133-136</td>
</tr>
<tr>
<td>11/13</td>
<td>Paragraphing Topic Sentences, Evidence, Support</td>
<td></td>
<td>HE 7d 90-92</td>
</tr>
<tr>
<td>11/15</td>
<td>Synthesis Plan</td>
<td>Conclusions Paragraph Conclusions</td>
<td>HE 18 160-165, 26 209-213, Back Cover, CP 98</td>
</tr>
<tr>
<td>11/18</td>
<td>Revising and Editing Reworking Paragraphs</td>
<td></td>
<td>HE “Glossary” 475-489, 11 113-117</td>
</tr>
<tr>
<td>11/20</td>
<td>Synthesis Paragraphs Structure and Composition</td>
<td></td>
<td>HE 12 120-126</td>
</tr>
<tr>
<td>11/25</td>
<td>Synthesis</td>
<td>Exploratory Synthesis</td>
<td>HE 24 198-203 (review)</td>
</tr>
<tr>
<td>12/2</td>
<td>Rhetorical Reading Rhetorical Reading Essay/Final</td>
<td></td>
<td>Note: Bring HE on Wednesday</td>
</tr>
<tr>
<td>12/4</td>
<td>Editing Test Prep</td>
<td></td>
<td>Note: Bring HE on Friday</td>
</tr>
<tr>
<td>12/6</td>
<td>Editing Test Taken in-class</td>
<td></td>
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</tr>
<tr>
<td>12/10</td>
<td>Final</td>
<td>Final Must be submited by 2:00 p.m. to receive credit</td>
<td></td>
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</tbody>
</table>
Grading

Your final grade will be calculated according to the number of points you earn in the following areas (a total of 1000 POINTS is possible):

![Graph showing points distribution]

Reading [300 PTS]
- Reading Responses ...........................................40
- WIT Quizzes* .................................................60
- Rhetorical Essay/Final ........................................100
- Summary ......................................................100

Responding [400 PTS]
- Summary-Response ..........................................100
- Synthesis Plan ................................................100
- Exploratory Synthesis ......................................200

Skills [300 PTS]
- Participation ..................................................100
- Syllabus Quiz* ................................................25
- Quotes, Paraphrases, Summaries MLA Test* ... 50
- Thesis Groups ..................................................25
- Annotated Bibliography ....................................50
- Editing Test ....................................................50

TOTAL ..........................................................1000

A 930 +   A- 900-929
B+ 870-899  B 830-869   B- 800-829
C+ 770-799  C 730-796   C- 700-729
D+ 670-699  D 630-669   D- 600-629

*This assignment is completed on Canvas

Assignments

Expectations: Start assignments early. As the course progresses, attention to detail becomes more significant. Minor problems that were left unmarked or ungraded will eventually be graded. Even if the writing process is difficult, completing well-edited, cohesive essays without proper planning and revising,

If you need extra assistance with your writing, exchange your papers with a peer, meet with your instructor, and/or visit the Writing Center. The Writing Center is available free. For more information, see www.cwu.edu/learning-commons/university-writing-center

Late Assignments: Unless arrangements have been made in advance via e-mail, all assignments must be submitted by the beginning of class on the due date to receive credit. Some assignments—including the Final—will not be accepted late.

Papers: if you miss the in-class paper collection time, you may submit your assignment to the English Department Osce (before the osce closes) on the due date to receive 90% credit.

You may submit a paper up to twenty-four hours late and receive 75% credit. A paper up to forty-eight hours late will receive 50% credit. **Papers more than forty-eight hours late do not receive credit unless pre-arranged with your instructor via e-mail.**

Revisions: Revising is an essential part of writing. As such, revision has been built into the course structure. For example, the Exploratory Synthesis is designed as a series of revisions. You may not submit revisions of assignments for points; however, you may submit revised papers for evaluation or consultation to improve your writing skills.
(SELECT) ASSIGNMENT DESCRIPITONS

Summary [50 points]: The Summary is an exercise in summarizing your "Central Text." You will be expected to demonstrate an understanding of the source and present it for an audience, considering the rhetorical situation.

This essay will require you to detail the ideas of the author. It may not contain your perspectives or evaluations. 250-450 words. Due 10/7.

Summary-Response [100 points]: This paper builds upon your skills as an objective reader able to discern the rhetorical situation of a text. You will present a close reading of the main points and ideas of your Central Text, then move into an evaluation of the quality of those statements.

Your assignment will demonstrate a grasp of the author’s text, your ability to form a thesis in response, and your ability to construct a reasonable support of your thesis. As part of this project, you will need a completed draft for class on 10/21. This will be used for a Peer-Review. The finished 350-700 word essay is Due 10/21.

Annotated Bibliography [50 points]: This assignment requires you to demonstrate a working knowledge of MLA bibliographic conventions and an ability to provide short summaries. You will prepare entries for five works, each including proper MLA formatting and a brief, 40–80 word, summary of the source. Due 11/1.

Synthesis Plan [100 points]: The Synthesis Plan asks you to formalize your upcoming Exploratory Synthesis. This process includes developing an opening paragraph and thesis, outlining your basic paragraphs (including initial thoughts on sources), and revising your earlier thesis statement. Completing this assignment will help prevent stumbles on the Synthesis. It will also make writing the Synthesis much easier. Due 11/15.

Exploratory Synthesis [200 points]:
This paper is your opportunity to demonstrate your grasp of the essential skills necessary to write an academic essay. This is the primary assignment of the course and will draw on the subjects, tests, and projects from the quarter. The Synthesis will show your ability to summarize, respond, develop a thesis, write coherently, and draw from multiple sources. The assignment should demonstrate attention to the editing and revising stages of the writing process. The course. As part of this assignment, you will need two completed drafts for class on 11/22. Due 11/25.

Rhetorical Essay/Final [50 points]: The Essay is a brief (1½-2½ pages) engagement of a text of your choice. You must identify a component of the rhetorical situation and explain why that identification is essential to the text. Assignments not received by the end of the final period will not be graded (receiving 0/50 points).
A demonstrable 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 Student Code of Conduct may be reported to Student Affairs. (See "IO6-120-027 Proscribed conduct 2.h." at www.cwu.edu/student-success/student-rights-and-responsibilities.)

APA (APA Manual, 6th ed.): “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text.... The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words.” (1.10).

CWU (“Student Rights and Responsibilities”): “‘Plagiarism’ which shall mean the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work orkered for credit” (106-120-027.2.h).

MLA (MLA Style Manual, 3rd ed.): “Forms of plagiarism include the failure to give appropriate acknowledgement, repeating another’s wording or particularly apt phrase, paraphrasing another’s argument, and presenting another’s line of thinking. You may certainly use other persons’ words and thoughts, but the borrowed material must not appear to be your creation” (6.2).