Syllabus

Instructor: Matt Martinson  
Email: MMartins@cwu.edu  
Office: L&L 416F  
Course Time: MWF 9:00-9:50  
Classroom: Hogue 223  
Office Hours: MWF 8-9 (or by appt)

Easy reading is…hard writing. -Nathaniel Hawthorne

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 and responses. You will also learn how to craft prose that meets the expectations of an academic audience. The culminating assignment for the course is a synthesis paper in which you will respond to an issue that is of interest to you and others in your class.

University Writing Program 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 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.
Required Course Texts


Classroom Policies

- More than ten percent of your grade is based on your preparation and participation.
  - To receive full credit, you must arrive on time, participate in class, bring your books, and have all your homework completed *by the time class starts*.
  - On peer review days, students MUST have a complete rough draft of their essays. If not, they are absent that day.
  - You are expected to attend every class, so you can expect your course grade to start dropping after *three* absences, whether excused or not. For each absence beyond the third, your grade will be dropped one step. For example, if you have been absent four times and have a B average, you will be assigned a B-. **If you miss more than six classes, you will receive a failing grade for the course.** Two tardy days (or leaving early) equals one absence.

- Come to class prepared. Bring the books, papers or homework assigned the preceding class. Failure to do your homework will result in decreased participation points for that day.

- When you do miss class, remember to talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent. Write down the name and phone number of one classmate you can contact if you miss class:

- Turn in your assignments on time—when class begins. **Late assignments will not be accepted unless arrangements have been made in advance.**

- 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 Student Code of Conduct may be reported to Student Affairs.

- Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using offensive language, or using electronic devices in class) will be counted as absent for the class hour. In extreme cases, a student will be asked to leave the class.

ADA Statement

If you have a disability and wish to set up academic adjustments in this class, give me 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.
**Grading**

Your final grade is calculated according to the number of points you earn. Besides what is listed below, other assignments may be given during the quarter.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation, homework</td>
<td>150</td>
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<tr>
<td>Citation and documentation Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Summary Essay</td>
<td>100</td>
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<tr>
<td>Short Summary Essay</td>
<td>100</td>
</tr>
<tr>
<td>Summary-Response Essay</td>
<td>200</td>
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<tr>
<td>Exploratory Synthesis Essay</td>
<td>300</td>
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<tr>
<td>Synthesis Abstract</td>
<td>50</td>
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<tr>
<td>Peer Reviews</td>
<td>50</td>
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**Total 1000 points**

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**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Introductions</th>
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<tbody>
<tr>
<td>W Sept 25</td>
<td>Homework:</td>
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<tr>
<td></td>
<td>*Buy your text books</td>
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<tr>
<td></td>
<td>*Read pages 293-304 of <em>Harbrace</em></td>
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<td></td>
<td>*Bring your <em>Harbrace</em> book to Friday’s class session</td>
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<thead>
<tr>
<th>Day 2</th>
<th>Quoting and Paraphrasing</th>
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<tbody>
<tr>
<td>F Sept 27</td>
<td>Homework:</td>
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<tr>
<td></td>
<td>*Skim pages 304-336 in <em>Harbrace</em></td>
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<thead>
<tr>
<th>Day 3</th>
<th>Citation and Documentation</th>
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<tbody>
<tr>
<td>M Sept 30</td>
<td>Homework:</td>
</tr>
<tr>
<td></td>
<td>*Study for the practice quiz</td>
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<tr>
<td></td>
<td>*Read the introduction and first chapter of <em>Alone Together</em></td>
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<tr>
<th>Day 4</th>
<th>MLA Practice</th>
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<tbody>
<tr>
<td>W Oct 2</td>
<td>Homework:</td>
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<tr>
<td></td>
<td>*Study for the quiz</td>
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<tr>
<th>Day 5</th>
<th>MLA QUIZ</th>
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<tbody>
<tr>
<td>F Oct 4</td>
<td>Homework:</td>
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<tr>
<td></td>
<td>*Read “Is it O.K. to be a Luddite?” While reading the essay take note of his main points and how he develops his argument</td>
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<tr>
<th>Day 6</th>
<th>Quiz review, Essay discussion, The Rhetorical Triangle</th>
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<tbody>
<tr>
<td>M Oct 7</td>
<td>Homework:</td>
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<tr>
<td></td>
<td>*Read chapter five of <em>Alone Together</em></td>
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</tbody>
</table>
| Day 7 | W Oct 9 | Summarization: Theses and Chunking  
Homework:  
* Start writing your summary essay |
| Day 8 | F Oct 11 | Summarizing Sources  
Homework:  
* Keep writing your summary  
* Read chapter six of *Alone Together* |
| Day 9 | M Oct 14 | Peer Review #1  
Homework:  
* Revise your summary essay.  
* Read chapter seven of *Alone Together* |
| Day 10 | W Oct 16 | Peer Review #2  
Homework:  
* Revise and finish your summary essay  
* Read and chunk “Think You’re Multitasking? Think Again.” |
| Day 11 | F Oct 18 | **SUMMARY ESSAY DUE**  
Writing Short Summaries  
Homework:  
* Write a short summary of “Think You’re Multitasking?”  
* Read chapter eight of *Alone Together* |
* Finish short summary essay  
* Read chapter nine of *Alone Together* |
| Day 13 | W Oct 23 | Peer Review  
Homework:  
* Revise, finalize short summary essay  
* Read chapter ten of *Alone Together* |
| Day 14 | F Oct 25 | **DUE: SHORT SUMMARY ESSAY**  
Responding to sources  
* Read “Faux Friendship”  
* Find two specific points or reasons you agree with and two you disagree with. If you don’t disagree with anything, two things that were not explained very clearly by the author.  
* Read pages 266-67 in *Harbrace* (bring your *Harbrace* book to class on Monday) |
| Day 15 | M Oct 28 | Responding to sources, Reading discussion  
Homework:  
* Continue writing your response essay  
* Read chapter eleven of *Alone Together.* |
| Day 16 | W Oct 30 | Responding to sources  
* Continue writing your response essay  
* Read chapter twelve of *Alone Together* |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Notes</th>
</tr>
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</table>
| Day 17 | F Nov 1 | Style Day  
Homework:  
  * Finish summary-response essay  
  * Read chapter thirteen of *Alone Together*. |
| Day 18 | M Nov 4 | Peer review  
Homework:  
  * Revise and finish summary-response essay  
  * Read pages 265-278 of *Alone Together*. |
| Day 19 | W Nov 6 | **DUE: SUMMARY-RESPONSE ESSAY**  
Generating and answering a question at issue  
  * Finish *Alone Together*  
  * Write five questions at issue using one or more of the topics generated in class |
| Day 20 | F Nov 8 | Conducting research, using sources. Discuss *Alone Together*.  
Homework:  
  * Finalize a question at issue  
  * Find four sources on the library database  
  * Start reading and taking notes on your sources |
| M Nov 11 | | **NO CLASS** |
| Day 21 | W Nov 13 | Compiling notes, summarizing and responding within a synthesis essay  
Homework:  
  * Read pages 249-267 in *Harbrace*  
  * Keep reading your sources |
| Day 22 | F Nov 15 | Writing a synthesis essay  
Homework:  
  * Write the introduction to your essay  
  * If you haven’t finished, finish reading all sources for your essay |
| Day 23 | M Nov 18 | Writing an introduction  
Homework:  
  * Start summarizing each article  
  * Write an introduction |
| Day 24 | W Nov 20 | Synthesizing sources  
Homework:  
  * Keep writing your synthesis essay  
  * Bring your essay to class on Friday (it should be at least two complete pages) |
| Day 25 | F Nov 22 | Style Day, MLA review  
Homework:  
  * Finish a rough draft of your essay, including the works cited page |
<p>| Day 26 | | Peer Review |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>M Nov 25</td>
<td>Homework:</td>
<td>*Revise your essay</td>
</tr>
<tr>
<td>W Nov 27/F Nov 29</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Day 27 M Dec 2</td>
<td>Synthesis Peer Reviews</td>
<td>*Finish revising your synthesis essay</td>
</tr>
<tr>
<td>Day 28 W Dec 4</td>
<td>SYNTHESIS ESSAYS DUE</td>
<td>*Write an abstract for your synthesis essay</td>
</tr>
<tr>
<td>Day 29 F Dec 6</td>
<td>Abstract Peer Review</td>
<td>*Edit and finalize your abstract</td>
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<tr>
<td>T Dec 10</td>
<td>ABSTRACT ESSAYS DUE BY 10:00 am IN THE ENGLISH DEPARTMENT OFFICE</td>
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