Critical Reading & Response

FALL 2013

Course: MWF 11:00 - 11:50 am
Course Location: Black 142

INSTRUCTOR:
Melissa A. Johnson
Office: Black Hall 225-24
Office Hours: MTuWTh 9:00 - 9:50 am; by appointment; via e-mail
E-mail: MJohnson@cwu.edu

Required Texts

Harbrace Essentials: with Resources for Writing in the Disciplines.
[b]by Cheryl Glenn & Loretta Gray[/b]

[b]by Laurence Behrens & Leonard J. Rosen[/b]

Online Coursepack
[available in our Bb course online].
[b]by Melissa Johnson, editor[/b]

Other Required Materials

Utilized for:
- Quizzes
- Online Instruction
- Assignment Submission
- Handouts
- Announcements
- Discussions

Utilized for:
- Send ALL E-mail through GroupWise or Blackboard
- Announcement notifications

Pencil/Paper (for daily note taking)
Red Pen (for writer's workshops)
WORD 2007/2010/2013 (for essay writing)
Adobe (for reading pdf files)
COURSE EXPECTATIONS:

OBJECTIVES:
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.

Writing is a process and writers depend on a community of readers. Thus, you are expected to participate in this course, considering the following categories:

- **Critical:** engaging critically and constructively in the exchange of ideas during class discussions, group activities, conferences, and reading.
- **Integrity:** demonstrating academic integrity in all written projects.
- **Prewriting:** prewriting to generate and clarify content.
- **Writing:** writing polished prose that is purposeful, clear, and effective.
- **Revising:** revising to provide economy, clarity, unity, and balance.
- **Editing:** editing your own work and the work of others.
- **Self-assessment:** understanding and using criteria to self-assess your writing.
- **Groups:** working responsibly in writing groups.

ADA STATEMENT
If you wish to set up academic adjustment in this class, please provide a copy of your “Confirmation of Eligibility” so we can discuss how to implement the approved adjustments. Center for Disability Support office, Bouillon 205, www.cwu.edu/~dss/cms, or 963-2171.

MORE COURSE EXPECTATIONS:

WRITING:
- **A FINISHED ESSAY:** 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 citations and end-of-text documentation of sources.

A demonstrable case of plagiarism will likely result in a failing grade for the paper and may result in a failing grade for the class. Intentional or unintentional; minor or exaggerated cases will result in the same penalty. (See CWU’s policy on academic dishonesty in Appendix B of the Undergraduate Catalog.)
EVEN MORE COURSE EXPECTATIONS:

CITIZENSHIP:

▶ CONDUCT: 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 Affairs. (See CWU’s policy in Appendix B of the catalog.)

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

ASSIGNMENT SUBMISSION:

▶ LATE WORK POLICY: No work will be accepted after the stated due date and time. Any work submitted after the stated due date and time will not receive credit.

▶ EXTRA CREDIT: EC is rarely (if ever) offered. Students should not count on EC as a measured means of success in this course. Any EC opportunities that do arise will be posted on Bb via “Announcements.” EC that may be offered will not outweigh any one assignment in point value.
## More Course Expectations:

### Blackboard Policy:
- Bb is an integral part of our course (being the primary means of access to and completion of assignments). Students should access Bb on a daily basis (M-F).

- Weekly Bb content is broken into weekly modules. All due dates, links to assignment submission, and more are available through the course modules on Bb. Modules are available at least one week prior to the first due date for the week in question.

- All assignments (unless otherwise noted) should be submitted on Bb (through a number of different means) by our class meeting time.

<table>
<thead>
<tr>
<th>Date</th>
<th>Due</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/14</td>
<td>WIT Quiz 2*</td>
<td>Attributions, Citations</td>
<td>Cp (5-8)</td>
</tr>
<tr>
<td>10/16</td>
<td>NO CLASS</td>
<td>(Faculty Development Day)</td>
<td></td>
</tr>
<tr>
<td>10/18</td>
<td>DUE: Rhetorical Breakdown (RB) 1</td>
<td>R2 Disc.</td>
<td>Summary (Bb), Cp (534; 549-552)</td>
</tr>
<tr>
<td>10/21</td>
<td>DUE: Reading Response (RR) 1, QPS MLA Quiz*</td>
<td>Summary</td>
<td>Cp (9), HE 26 (209-213)</td>
</tr>
<tr>
<td>10/23</td>
<td>DUE: RB 2</td>
<td>R3 Disc.</td>
<td>Summary 1 writing, Cp (98)</td>
</tr>
<tr>
<td>10/25</td>
<td>DUE: RR 2, Summary 1 (rough draft)</td>
<td>Workshop 1</td>
<td>Cp (10-12)</td>
</tr>
<tr>
<td>10/28</td>
<td>DUE: Summary 1 (final), RB 3</td>
<td>R4 Disc.</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td>DUE: RR 3, Summary 2 (rough draft)</td>
<td>Workshop 2</td>
<td></td>
</tr>
<tr>
<td>11/01</td>
<td>DUE: Video summary, Discussion forum</td>
<td>Video summary-response (Bb), Cp (535-547)</td>
<td>(Blackboard Day)</td>
</tr>
</tbody>
</table>

---

* indicates a quiz or assignment that will be due on the same day as the related topic.
MORE COURSE EXPECTATIONS:

E-MAIL POLICY:
► Sending: E-mails should be sent via Blackboard (for best results) and should come through your GroupWise account. E-mails should include the course, student name, and a subject. E-mails sent regarding assignments should arrive at least 24 hours before the deadline (noon on the due date) to allow for a reasonable response.

► Response: E-mails sent during our course week (M–F) should expect a response within 24 hours. E-mails sent on the weekend (Fri–Sun) should expect a response within 24 hours of the start of a new week. Responses will not be sent after 6 p.m. on any given night. Due dates aren’t negotiable, but materials are available at least one week prior to each deadline. You should plan your time accordingly to allow for question and a reasonable response time from your instructor.
WEEK 10

11/25:
TOPIC: Exploratory Synthesis
HOMEWORK: Exploratory Synthesis writing

11/27:
NO CLASS
(THANKSGIVING OBSERVATION)

11/29:
NO CLASS
(THANKSGIVING OBSERVATION)

12/02:
DUE: Exploratory Synthesis (rough draft)
TOPIC: Workshop 5

12/04:
TOPIC: Exploratory Synthesis Review
HOMEWORK: Exploratory Synthesis revision

12/06:
DUE: Exploratory Synthesis (revised rough draft)
TOPIC: Workshop 6

12/11:
DUE: Exploratory Synthesis

EVALUATION CRITERIA:

GRADE POINTS:
► Participation: 240 points total
► Quizzes: 135 points total
► Summaries: 100 points total
► Summary-Response: 100 points total
► Synthesis Plan: 100 points total
► Exploratory Synthesis: 200 points total
► Workshops: 125 points total
► TOTAL: 1000 points total

GRADE SCALE:
A 950-1000 95-100%
A- 900-949 90-94%
B+ 870-899 87-89%
B 840-869 84-86%
B- 800-839 80-83%
C+ 770-799 77-79%
C 740-769 74-76%
C- 700-739 70-73%
D+ 670-699 67-69%
D 640-669 64-66%
D- 600-639 60-63%
F below 599 below 60%
EVEN MORE COURSE EXPECTATIONS:

ATTENDANCE POLICY:
There are many reasons for missing any particular session. This class does not distinguish between excused and unexcused absences. As such, three absences are not counted against your Participation & Attendance score (although you may lose points for activities, participation, or assignments from a missed day). For each absence beyond the third, a student loses 4 points. It is possible to have a negative Participation score. If you do miss class, check your syllabus, visit Blackboard, and talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent. Some assignments may not be made up (i.e. participation work and writer’s workshops).

DAILY PARTICIPATION:
Every student is expected to come to class prepared for instruction and ready to engage fellow students, the instructor, and the material. If you are not prepared for class, if you have been consistently late for class, or if you are disruptive (such as in the use of electronic devices) you will be counted absent.

NOTE: It is my philosophy that you will learn best through respectful and thoughtful exchange of ideas. I expect you to take the lead in this way through asking questions, answering questions, and sharing your thoughts and ideas in relation to the required texts. You may also be called on directly to share your thoughts, read excerpts from or summarize your work, or contribute in other ways to the learning process. When this happens, embrace the opportunity! We are all here to learn in a respectful and accepting environment!

►EXCEPTIONS: In very rare circumstances, an absence may not count toward your three permitted absences. An appeal must be made at least 48 hours prior to the absence. I will consider CWU-related activities (i.e. athletics), but only if notified in advance. If you are aware of an upcoming absence, notify your instructor. Quizzes must be re-scheduled at least 24 hours before the original quiz date. No other late work will be accepted, no matter the reason for an absence.

►TARDIES: Attendance is taken at the beginning of each session. If you are not present when roll is completed, but arrive within the first ten minutes of class, you are counted “tardy.” Every set of three tardies counts as one absence. If you arrive to class more than ten minutes late, you are counted absent.
ASSIGNMENTS:

QUIZZES:
▶ SYLLABUS QUIZ: In order to remain enrolled in the course students will take a Quiz on the content, procedures, and expectations as outlined in the syllabus for this course. Students should take the quiz as many times as it takes to score full points. The syllabus quiz will be completed on Blackboard. [25 points]
▶ WIT QUIZZES: Students will take three quizzes on What It Takes. WIT quizzes will cover content from the previously assigned pages. WIT quizzes must be completed in one attempt; quizzes will close after one attempt and cannot be retaken. WIT quizzes will be completed on Bb. [20 points each]
▶ QPS MLA QUIZ: Students will take a comprehensive quiz on quotes, paraphrases, summaries, and MLA formatting expectations. The QPS MLA quiz must be completed in one attempt; the quiz will close after one attempt and cannot be retaken. The quiz will be completed on Bb. [50 points]

SUMMARY ESSAY:
Each student will write two summaries of two texts. The summary essay is an exercise in summarizing your Reading. You will be expected to demonstrate an understanding of the source and present it for an audience, considering the rhetorical situation. The essay will require you to detail the ideas of the author. It may not contain your perspective or evaluations. This essay will be used for a Peer-Review. The summary should be between 100-250 words and will emphasize clear, cohesive, and focused academic writing. [50 points each]

MORE ASSIGNMENTS:

SUMMARY-RESPONSE:
This essay 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 Reading, 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. This essay will be used for a Peer-Review. The summary-response should be between 250-450 words and will emphasize clear, cohesive, and focused academic writing. [100 points]

SYNTHESIS PLAN:
The synthesis plan asks you to formalize your upcoming Exploratory Synthesis. This process includes developing an opening paragraph and thesis, and outlining your basic paragraphs (including initial thoughts on sources). Completing this assignment will make writing the Synthesis much easier. This essay will be used for a Peer-Review. The synthesis plan will vary in length. [100 points]
EVEN MORE ASSIGNMENTS:

EXPLORATORY SYNTHESIS:
This essay 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 assignments 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. This essay will be used for **two** Peer-Reviews. The exploratory synthesis should be between 5–7 pages. [200 points]

PEER-REVIEW:
Each student will participate in **five** peer-review workshops throughout the quarter. These workshops are required and will be evaluated on thoughtfulness and completeness. The workshops will involve critically reading a peer’s essay, making notes on the paper focusing on specific aspects of the rhetorical demands of the assignment, clarity, mechanics, and academic standards. **These workshops are not intended to be a substitute for or equal to instructor feedback.** The workshops, therefore, are intended to help develop the evaluator’s ability to edit papers effectively; the workshops are designed to give you the opportunity to develop critical reading, discernment, and editing skills.

Workshops CANNOT be made up. If you do not have a rough draft completed on the workshop day you cannot participate in the workshop and will be marked absent for that day. Workshops CANNOT be completed by anyone outside of our class; for example, roommates, family members, friends, etc. [varying points each]

MORE ASSIGNMENTS:

PARTICIPATION:
▶ DAILY: Students are expected to be prepared on a daily basis with questions and analyses of the terms and concepts from the readings. When not speaking, students should be attentive and courteous. [4 points each]
▶ READING RESPONSES: Every Reading will be discussed in class, the discussions will count toward daily participation. Students will follow-up these discussions with informal responses to the text. These responses can take a number of forms including creating study questions for the text, recording a video response, writing a “book review” response, or something else that you propose to the instructor. [10 points each]
▶ RHETORICAL BREAKDOWN: Prior to our in-class discussion of a Reading each student will complete a “rhetorical breakdown” of the text. Each breakdown will include a diagram of the rhetorical triangle, accompanying explanation of each point of the triangle, and a brief overview of the text’s purpose. The breakdown will also need to specify the “central text” (author, title, type of text). [20 points each]