English 100T: Transitional English

Instructor: Amanda I. Ross  
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Office: Language & Literature 408A  
Hours: 1-1:50 Mondays & Fridays or by appointment*  
    *also Library 191 from 10-10:50 on Wednesdays

Classroom: Hertz Hall 118  
Class Hours: 11-11:50 Monday, Tuesday, Wednesday*, & Friday  
    *Meet in the ARC: Writing Center (Library 1st floor) every Wednesday

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 a B- or better (800 points, 80%). However, 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>Syllabus Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Reading Pop Quizzes</td>
<td>40 points (10 points each)</td>
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<tr>
<td>Vocabulary Quizzes (four)</td>
<td>20 points (5 points each)</td>
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<tr>
<td>Midterm Assessment</td>
<td>50 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 (ten)</td>
<td>70 points (7 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>40 points (20 points at midterm and 20 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>100 points</td>
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<tr>
<td>Process Analysis Paper</td>
<td>50 points</td>
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<tr>
<td>Rhetorical Analysis Paper</td>
<td>50 points</td>
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<tr>
<td>Division and Classification Paper</td>
<td>150 points</td>
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<tr>
<td>Arguing Causes and Effects Paper</td>
<td>150 points</td>
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</table>

**TOTAL** 1000

Detailed information will be provided via Blackboard 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 done one time)

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. In addition to your two required visits, 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)

D. Read one of the following essays from 50 Essays and answer the questions at the end of the essay. (10 points—may be done one time)

   a. “Reading to Write” by Stephen King (pages 221-226)
   c. “Serving in Florida” by Barbara Ehrenrich (pages 129-138)
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 papers 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.

- **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.

- **Academic dishonesty, in all of its forms, will not be tolerated and will be dealt with severely.** 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 will be reported (CWU’s policies: http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027).

- **Attend class,** be on time, stay for the duration, 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 arrives after role is called. 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, Bouillion 205 or dss@cwu.edu or 963-2171.
**Schedule of Assignments**
Subject to change

**Week 1**

**Monday, January 6**
In Class: Introductions, Syllabus, Using Blackboard
   Homework: Syllabus Quiz tomorrow

**Tuesday, January 7**
In Class: Syllabus Quiz; Descriptive Paper Assigned
   Homework: Read “A Plague of Tics” by David Sedaris (*50 Essays*, pages 360-373),
   Reading Log One due tomorrow

**Wednesday, January 8**
**Meet in the ARC (Library 190)**
In Class: Reading Discussion
Due Today: Reading Log One
   Homework: Library Assignment One due tomorrow; draft of Descriptive Paper due tomorrow

**Friday, January 10**
In Class: Peer Review of Descriptive Paper; discuss plagiarism
Due Today: Draft of Descriptive Paper for peer review, Library Assignment One
   Homework: Final draft of Descriptive Paper due Monday

**Week 2**

**Monday, January 13**
In Class: Narrative Paper assigned
Due Today: Final draft of Descriptive Paper
   Homework: Read English Brushup (pages 1-14); Grammar Practice One due tomorrow;
   book check tomorrow

**Tuesday, January 14**
In Class: Grammar: Parts of Speech; book check
Due Today: Grammar Practice One
   Homework: Read “On Being a Cripple” by Nancy Mairs (*50 Essays*, pages 259-272);
   Reading Log Two due tomorrow

**Wednesday, January 15**
**Meet in the ARC (Library 190)**
In Class: Reading Discussion
Due Today: Reading Log Two
   Homework: Library Assignment Two due tomorrow; draft of Narrative Paper due
tomorrow; Vocabulary Quiz One tomorrow

**Friday, January 17**
In Class: Vocabulary Quiz; Peer Review of Narrative Paper  
Due Today: Draft of Narrative Paper for peer review, Library Assignment Two  
Homework: Final draft of Narrative Paper due Tuesday

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### Week 3

**Monday, January 20 (Holiday)**  
NO CLASS  
**Martin Luther King, Jr. Day**

**Tuesday, January 21**
In Class: Process Analysis Paper assigned  
Due Today: Final draft of Narrative Paper  
Homework: Read “On Dumpster Diving” by Lars Eighner (*50 Essays*, pages 139-151); Reading Log Three due tomorrow

**Wednesday, January 22**
**Meet in the ARC (Library 190)**  
In Class: Reading Discussion  
Due Today: Reading Log Three  
Homework: Library Assignment Three due tomorrow; draft of Process Analysis Paper due tomorrow for peer review

**Friday, January 24**
In Class: Peer Review of Process Analysis Paper  
Due Today: Draft of Process Analysis Paper for peer review; Library Assignment Three  
Homework: Final draft of Process Analysis Paper due Monday

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### Week 4

**Monday, January 27**
In Class: Rhetorical Analysis Paper assigned  
Due Today: Final draft of Process Analysis Paper  
Homework: Read *English Brushup* (pages 17-48); Grammar Practice Two due tomorrow

**Tuesday, January 28**
In Class: Grammar: Subjects and Verbs  
Due Today: Grammar Practice Two  
Homework: Draft of Rhetorical Analysis Paper due Thursday for peer review; Library Assignment Four due Thursday; Vocabulary Quiz Two Thursday
**Wednesday, January 29 (Study Day)**

NO CLASS
Faculty Development Day

**Friday, January 31**

In Class: Vocabulary Quiz Two; peer review of Rhetorical Analysis Paper
Due Today: Draft of Rhetorical Analysis Paper for peer review; Library Assignment Four
Homework: Final draft of Rhetorical Analysis Paper due Monday

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**Week 5**

**Monday, February 3**

In Class: Divide and Classify Essay assigned
Due Today: Final draft of Rhetorical Analysis Paper
Homework: Read *English Brushup* (pages 59-70); Grammar Practice Three due tomorrow

**Tuesday, February 4**

In Class
Due Today: Grammar Practice Three
Homework: Read “The Ways We Lie” by Stephanie Ericsson (50 Essays, pages 159-168); Reading Log Four due tomorrow

**Wednesday, February 5**

Meet in the ARC (Library 190)

In Class: Reading Discussion
Due Today: Reading Log Four
Homework: Draft of Divide and Classify Essay due tomorrow for peer review; Library Assignment Five due tomorrow

**Friday, February 7**

In Class: Peer Review of Divide and Classify Essay; Review for Midterm
Due Today: Draft of Divide and Classify Essay (first two paragraphs) due for peer review; Library Assignment Five
Homework: Midterm Assessment on Monday: Study; Midterm Journals due Monday

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**Week 6**

**Monday, February 10**

In Class: Midterm Assessment
Due Today: Journals
Homework: Read *English Brushup* (pages 71-80); Grammar Practice Four due tomorrow
Tuesday, February 11
In Class: Grammar: Run-on Sentences
Due Today: Grammar Practice Four
   Homework: Read “Mother Tongue” by Amy Tan (50 Essays, pages 417-423), Reading Log Five due tomorrow

Wednesday, February 12
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Five
   Homework: Library Assignment Six due tomorrow; draft of Divide and Classify Essay due tomorrow; Vocabulary Quiz Three tomorrow

Friday, February 14
In Class: Vocabulary Quiz Three; peer review of Divide and Classify Essay
Due Today: Draft of Divide and Classify Essay for peer review (full draft); Library Assignment Six
   Homework: Final draft of Divide and Classify Essay due Tuesday

Monday, February 17 (Holiday)
NO CLASS
President’s Day

Tuesday, February 18
In Class: Arguing Causes and Effects Paper assigned
Due Today: Final Draft of Divide and Classify Essay
   Homework: Read “Is Google Making Us Stupid” by Nicholas Carr (50 Essays, pages 91-102); Reading Log Six due tomorrow

Wednesday, February 19
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Six
   Homework: Library Assignment Seven due tomorrow; Outline of Arguing Causes and Effects Essay due tomorrow

Friday, February 21
In Class: Peer Review of Outline of Arguing Causes and Effects Essay
Due Today: Outline of Arguing Causes and Effects Essay due for peer review; Library Assignment Seven
   Homework: Work on your Arguing Causes and Effects Essay
Week 8

Monday, February 24
In Class: Revision: Narrative Paper
Homework: Read *English Brushup* (pages 91-100); Grammar Practice Five due tomorrow

Tuesday, February 25
In Class: Grammar: Commas
Due Today: Grammar Practice Five
Homework: Read “Just Walk on By: Black Men and Public Spaces” by Brent Staples (*50 Essays*, pages 394-398); Reading Log Seven due tomorrow

Wednesday, February 26
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Seven
Homework: Draft of Arguing Causes and Effects essay due tomorrow; Library Assignment Eight due tomorrow; Vocabulary Quiz Four tomorrow

Friday, February 28
In Class: Vocabulary Quiz Four; peer review of Arguing Causes and Effects Essay
Due Today: Draft of Arguing Causes and Effects Essay for peer review; Library Assignment Eight
Homework: Work on your Arguing Causes and Effects Essay

Week 9

Monday, March 3
In Class: Catch-up Day (Lesson to Be Announced)
Homework: Read English Brushup (pages 101-112 and 133-142) Grammar Practice Six due tomorrow

Tuesday, March 4
In Class: Grammar: Apostrophes and Capitalization
Due Today: Grammar Practice Six
Homework: Read “Turkeys in the Kitchen” by Dave Barry (*50 Essays*, pages 72-75); Reading Log Eight due tomorrow

Wednesday, March 5
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Eight
Homework: Library Assignment Nine due tomorrow; draft of Arguing Causes and Effects Essay due tomorrow

Friday, March 7
In Class: Peer review of Arguing Causes and Effects Essay
Due Today: Draft of Arguing Causes and Effects Essay due for peer review; Library Assignment Nine
Homework: Work on Arguing Causes and Effects Essay

Monday, March 10
In Class: Divide and Classify Essay Revision
Homework: Study for the Final Assessment; work on your Arguing Causes and Effects Essay

Tuesday, March 11
In Class: Grammar Review
Homework: Read “Why Bother” by Michael Pollan (50 Essays, pages 312-320); Reading Log Nine due tomorrow

Wednesday, March 12
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log Nine
Homework: Library Assignment Ten due tomorrow; Final Journals due tomorrow

Thursday, March 13
In Class: Final Review
Due Today: Library Assignment Ten; Final Journals

FINALS WEEK

Date and Time of Final to Be Determined
Due Today: Final draft of Arguing Causes and Effects Paper is due. No late papers will be accepted. You will not pass English 100T if you do not submit a final paper.