Meeting Times and Location: M, W, F 10:00 - 10:50; Shaw Smyser 132

Instructor: Travis (Tad) D. Smith  
Office: L&L 418  
e-mail: smithtra@cwu.edu; phone: 963- 3302  
Office Hours: M, W, F 11-12 ; or by appointment

Course Description: This course will be an introduction to the skills necessary to engage in college level, or “academic,” writing. As such, all coursework will be geared toward preparing you to be successful writers, readers and thinkers in your chosen discipline as well as in other disciplines. The content of this course will meet the expectations of the English Department (please see attachment) by focussing on techniques of summary, response, critical analysis, and synthesis of sources, as well as making effective rhetorical choices and exploring methods of prewriting, editing, and revising.

Required Materials:
A Meeting of Minds: Strategies for Academic Inquiry and Writing 2nd Ed.
The Writers Harbrace Handbook or Harbrace Essentials
Journal folder

Assessment:
* Grades will be based primarily on points given for each of the assignments listed below, and weighted at the percentages indicated. Some additional work may be assigned on an ungraded basis, and will be figured in if necessary.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exploratory/Synthesis (6-8 pgs.)</td>
<td>30%</td>
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<tr>
<td>Opinion Paper (1-2 pgs.)</td>
<td>10%</td>
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<tr>
<td>Rhetorical Analysis (1-2 pgs.)</td>
<td>10%</td>
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<tr>
<td>Summary (1pg. maximum)</td>
<td>10%</td>
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<tr>
<td>Response (1-2 pgs.)</td>
<td>10%</td>
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<tr>
<td>Self Evaluation (1 pg.)</td>
<td>10% (graded pass/fail)</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>10% (graded pass/fail)</td>
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* BE AWARE: You must earn a C- or better to enrol in English 102.
* PAGE COUNTS ARE MINIMUMS (unless otherwise noted), AND DO NOT INCLUDE THE PAPER’S HEADING OR TITLE.  
* A midterm grade estimate can be provided if requested -- NOTE: The “uncontested withdrawal” deadline is 2/14.  
* ALL GRADED ASSIGNMENTS MUST BE TURNED IN AND ACCEPTED IN ORDER FOR YOU TO PASS THIS CLASS.  
* Extra Credit: Extra credit will be accepted for participation in “academic” events (prior approval is recommended, but not required), and the number of points given will be determined on a case by case basis (usually 1 per event attended when accompanied by a one page typed review). Also, please note that you cannot pass this class by doing extra credit, and there will be a reasonable limit to the number of extra credit points allowable (generally 5 max.).  
* Note: The instructor reserves the right to slightly alter assignments, and/or weighting if necessary.

Assignments:

Journal: Your journal will be comprised of miscellaneous writing that you will do throughout the quarter. This writing will include topics assigned by me, as well as those of your own choice. You will be required to fill 1 page per week (minimum), double spaced, written legibly (or typed), and normally sized with normal margins. I encourage you to write about the class, your experience in it, your work in other courses, things you would like to research, writing, the world in general, and so on (see me if you are having trouble thinking of things). Consider your journal a place to experiment and play around with writing and ideas. I encourage you to be as creative (techniques, topics, styles, etc.) and candid as you would like. What you say will not influence your grade; however, if you write something that you really do not want me to read, you must devise some method of covering that portion of text (e.g., tape an opaque piece of paper over it). Since you are trusting me not to read such material, I will trust that you have actually written something there, and count it as part of your one page; but I expect this type of confidential writing to be very minimal, or you must have enough unconcealed text to meet the minimum. These will usually be collected every other week on Mondays, unless otherwise instructed. For a grade you will receive either an A or an F: If you have met the minimum page count and it looks to me that you have put some effort into what you have written, you will get 100%, if not, then 0. Please place all work in a folder with your name, course, and time on the front.

* All other assignments will have assignment specific handouts, grading criteria sheets and will be discussed in class.

* WARNING: Intentional plagiarism will result in your failing this course at the very least. Methods of avoiding unintentional plagiarism and using appropriate documentation will be discussed as a part of the class.
Welcome to the course! I look forward to spending the next several weeks working with you. If you have any questions, concerns, comments, etc., please don’t hesitate to stop by my office, or e-mail.

My expectations:
1. You will do the assigned work (roughly two hours for every hour in class = 9 hours per week).
2. You will ask questions when things are unclear and/or you need further explanation.
3. You will be responsible for what you get out of this class (including, but not limited to, your final grade).
4. You will do your best work.
5. If you hope for an exceptional grade (A or B range) then your work should be exceptional (i.e., going beyond the minimum).

ADA Statement:
Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact the instructor or the office of Disability Support Services at (509) 963-2171 for additional disability-related educational accommodations.

Welcome to the course! I look forward to spending the next several weeks working with you. If you have any questions, concerns, comments, etc., please don’t hesitate to stop by my office, or e-mail.
In the University Writing Program, students write to learn, to explore ideas, to solve problems, to make decisions, and to argue for positions. The Program comprises two writing courses with supporting tutorial services. All course assignments are designed to help students work with ideas and issues they will likely encounter in their academic careers. Both faculty and tutors are committed to helping students achieve specific course outcomes, which specify standards of written competence and critical thinking expected of scholars, professionals, and citizens.

The Program's faculty recognize that writing is a process and that writers depend on a community of readers. They thus expect students to participate in their courses in the following ways:

• prewriting to generate and clarify content;

• revising to provide economy, clarity, unity, and balance;

• editing their own work and the work of others;

• writing polished prose that is purposeful, clear, and effective;

• understanding and using criteria to self-assess their 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.
English 101 Outcomes

Composition I: Critical Reading and Responding

In English 101, students 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 responsibly, 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.

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.
English 101 Schedule: Winter 2014

DAY 1 - Monday, 1/6: ASSIGNMENTS: 1.) Write 1 page in Journal on options for class policies, and 2.) be prepared for discussion Wednesday. DISCUSSION: 1.) Overview of CWU Writing Program and English 101. 2.) Expectations.

DAY 2 - Wednesday, 1/8: DISCUSSION: Discuss/debate class policies.

DAY 3 - Friday, 1/10: DISCUSSION: Review Syllabus.


DAY 5 - 1/15, Wednesday: DISCUSSION: 1.) Review Quiz #1. 2.) Prewriting Strategies. 3.) In-class “freewrite” for Opinion Paper.

DAY 6 - Friday, 1/17: ASSIGNMENTS: M of M ch 2. DISCUSSION: 1.) General Peer Review guidelines. 2.) Peer review Opinion Paper.

Monday, 1/20: NO CLASS - MLK JR. HOLIDAY.

DAY 7 - Wednesday, 1/22: DUE: 1.) QUIZ #2 - M of M ch 1 & 2. 2.) Opinion Paper. ASSIGNMENTS: 1.) Read handout on “Scholarly” peer reviewed journals. 2.)Rhetorical Analysis Paper (due 1/31). DISCUSSION: Rhetorical Analysis.

DAY 8 - Friday, 1/24: Meet in Library. DISCUSSION: Library resources - finding “Scholarly” journals.


Wednesday, 1/29: NO CLASS - FACULTY DEVELOPMENT/STUDY DAY.

DAY 10 - Friday, 1/31: DUE: 1.) Rhetorical Analysis Paper. 2.) QUIZ #3 - M of M ch 3. ASSIGNMENTS: Summary Paper (due 2/10) and article to summarize for paper. DISCUSSION: 1.) Summary Paper criteria. 2.) Analytical reading strategies and using source material.

DAY 11 - Monday, 2/3: DISCUSSION: Summary article.

DAY 12 - Wednesday, 2/5: DISCUSSION: Rhetorical Analysis Paper review.

DAY 13 - Friday, 2/7: DISCUSSION: Peer review Summary Paper.

DAY 14 - Monday, 2/10: DUE: 1.) Summary Paper. 2.) Journals (2 new pgs.). ASSIGNMENTS: Response Paper (due 2/21) and article for response. DISCUSSION: 1.) Response Paper Criteria. 2.) Critical Analysis strategies (paragraph “function statements” and double entry research journals).

DAY 15 - Wednesday, 2/12: DISCUSSION: Response article.


Monday, 2/17: NO CLASS - PRESIDENTS’ DAY

DAY 17 - Wednesday, 2/19: DISCUSSION: Response Paper peer review.
DAY 18 - Friday, 2/21: DUE: 1.) Response Paper.  2.) QUIZ #4 - M of M ch. 6 & 7.  ASSIGNMENTS: Begin preliminary research and prewriting for Exploratory/Synthesis paper (proposals due 2/26, but can be submitted sooner - if reviewed by at least 2 classmates).  DISCUSSION: 1.) Exploratory/Synthesis Paper (due finals day: a.) criteria b.) importance c.) proposals d.) timeline.  2.) Workshop sign-up.


DAY 20 - Wednesday, 2/26: DUE: 1.) Exploratory/Synthesis Proposal (remember, these can be submitted sooner - see above).  DISCUSSION: 1.) Exploratory/Synthesis paper, proposal, workshop questions and concerns.  2.) Review proposals.

DAY 21 - Friday, 2/28: DUE: Workshop group #1 bring copies of typed paper/outline (you should have 1-2 pages including a working thesis) for the entire class--including the instructor and yourself.  ASSIGNMENTS: Read group #1’s papers and be prepared to comment on them for the next class meeting.  DISCUSSION: 1.) Review Response paper.  2.) Review of using academic sources, citation techniques, and avoiding plagiarism.

DAY 22 - Monday, 3/3: DUE: 1.) Workshop group #2 bring copies of typed paper (you should have 2-3 pages for the entire class--including the instructor and yourself.  2.) Annotated papers for Group #1.  ASSIGNMENTS: Read group #2’s papers and be prepared to comment on them for the next class meeting.  DISCUSSION: Workshop group #1.

DAY 23 - Wednesday, 3/5: DUE: 1.) Workshop group #3 bring copies of typed paper (you should have 3-4 pages for the entire class--including the instructor and yourself.  2.) Annotated papers for Group #2.  ASSIGNMENTS: Read group #3’s papers and be prepared to comment on them for the next class meeting.  DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #2.

DAY 24 - Friday, 3/7: DUE: 1.) Workshop group #4 bring copies of typed paper (you should have 4-5 pages for the entire class--including the instructor and yourself.  2.) Annotated papers for Group #3.  ASSIGNMENTS: Read group #4’s papers and be prepared to comment on them for the next class meeting.  DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #3.

DAY 25 - Monday, 3/10: DUE: 1.) Workshop group #5 bring copies of typed paper (you should have 5+ pages for the entire class--including the instructor and yourself.  2.) Annotated papers for Group #4.  ASSIGNMENTS: Read group #5’s papers and be prepared to comment on them for the next class meeting.  DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #4.

DAY 26 - Wednesday, 3/12: DUE: Annotated papers for Group #5.  ASSIGNMENTS: Prepare near final draft of Exploratory/Synthesis paper (including citations and works cited if possible) for peer review session Friday.  DISCUSSION: 1.) Questions/Concerns ?  2.) Workshop group #5.

Thursday, 3/13: ADDITIONAL DROP-IN OFFICE HOURS - 10 am to 2 pm or by appointment.

DAY 27 - Friday, 3/14: ASSIGNMENTS: Portfolios due on Finals day.  DISCUSSION: 1.) Portfolio Contents.  2.) Review Self Evaluation paper criteria 3.) Peer review near final drafts of Exploratory/Synthesis paper.


CONGRATULATIONS! YOU MADE IT!