



English 100T: Transitional English



Instructor: Amanda I. Ross

E-mail: rossa@cwu.edu

Office: Language & Literature 408A

Hours: 12-12:50 Mondays or by appointment*

*also Library 191 from 10-10:50 on Wednesdays

Classroom: Bouillon 109

Class Hours: 11-11:50 Monday, Tuesday, Wednesday*, & Friday

*Meet in the ARC: Writing Center (Library 1st floor) every Wednesday starting April 9

Course Description

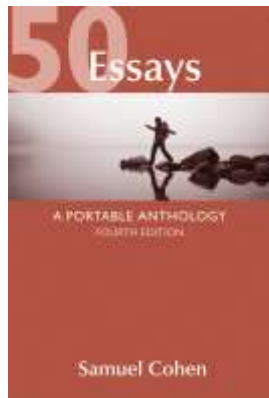
English 100T is a study of academic written English with review of sentence and paragraph-level skills, such as word usage, sentence structure, organization, grammar, and mechanics with a reading component to improve comprehension of academic English; students will learn to write unified, coherent paragraphs 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

Cohen, Samuel. *50 Essays: A Portable Anthology* 4th ed. New York: Bedford/St. Martin's, 2014.

Langan, John and Janet Goldstein. *English Brushup* 6th ed. New York: McGraw Hill, 2014.



- ***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.

Assignments & Evaluation (Grading)

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:

Syllabus Quiz	10 points
Reading Pop Quizzes	40 points (10 points each)
Vocabulary Quizzes (four)	20 points (5 points each)
Midterm Assessment	50 points
Final Assessment	100 points
Grammar Practice (six)	30 points (5 points each)
Peer/Self Reviews (ten)	70 points (7 points each)
Library Assignments (nine)	45 points (5 points each)
Reading Log (nine)	45 points (5 points each)
Journal (daily)	40 points (20 points at midterm and 20 at final)
Descriptive Paper	50 points
Narrative Paper	100 points (50 for essay & 50 for revision)
Process Analysis Paper	100 points (50 for essay & 50 for revision)
Rhetorical Analysis Paper	50 points
Categorization Paper	100 points
Arguing Causes and Effects Paper	150 points

A	1000-930
A-	929-900
B+	899-870
B	869-830
B-	829-800

C+	799-770
C	769-730
C-	729-700
D+	699-670
D	669-630
D-	629-600
F	599-0

TOTAL **1000**

Detailed information for each assignment will be provided via Blackboard.

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)
 - b. “Is Google Making Us Stupid?” by Nicholas Carr (pages 91-101)
 - 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 according to the professor's discretion within the guidelines set forth by the University.** The assignments each student submits must be his/her own original work. Any cases of academic dishonesty (including but not limited to colluding, copying, and plagiarism in all of its forms) will result in a failing grade for the assignment and may result in a failing grade for the class. Quizzes and tests are not collaborative; ensure there is no semblance of collusion, copying, etc. Furthermore, violations of the university's Student Rights & Responsibilities may be reported: (<http://apps.leg.wa.gov/WAC/default.aspx?cite=106-120-027>). See also the “Plagiarism” PowerPoint on Blackboard.
- **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 roll is called. Every two late arrivals

equal one absence. If a student is severely tardy, more than five 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. If a student falls asleep, 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.

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, Bouillon 205 or dss@cwu.edu or 963-2171.



Schedule of Assignments



Subject to change

Week 1

Wednesday, April 2

In Class: Introductions, Syllabus, Using Blackboard

Homework: Library Assignment 1 & Syllabus Quiz on Friday

Friday, April 4

In Class: Syllabus Quiz; Plagiarism; Peer Review Expectations

Due Today: Library Assignment 1

Homework: Purchase required texts—book check Monday

Week 2

Monday, April 7

In Class: Descriptive Paper assigned; Modern Language Association

Due Today: Textbook Check

Homework: Read *English Brushup* (1-14); Grammar Practice 1

Tuesday, April 8

In Class: Grammar: Parts of Speech

Due Today: Grammar Practice 1

Homework: Read “A Plague of Tics” by David Sedaris (*50 Essays* 360-372), Reading Log 1

Wednesday, April 9

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 1

Homework: Library Assignment 2; draft of Narrative Paper; Vocabulary Quiz 1

Friday, April 11

In Class: Vocabulary Quiz 1; Peer Review of Descriptive Paper

Due Today: Library Assignment 2; draft

Homework: Prepare/revise Descriptive Paper final draft

Week 3

Monday, April 14

In Class: Narrative Paper assigned

Due Today: Descriptive Paper

Homework: Read *English Brushup* (17-48); Grammar Practice 2

Tuesday, April 15

In Class: Grammar: Verbs

Due Today: Grammar Practice 2

Homework: Read "On Being a Cripple" by Nancy Mairs (*50 Essay* 259-272), Reading Log 2

Wednesday, April 16

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 2

Homework: Library Assignment 3; draft of Narrative for peer review

Friday, April 18

In Class: Peer Review of Narrative

Due Today: Draft of Narrative for peer review; Library Assignment 3

Homework: Final draft of Narrative

Week 4

Monday, April 21

In Class: Process Analysis Paper assigned

Due Today: Final draft of Narrative

Homework: Read *English Brushup* (59-70); Grammar Practice 3

Tuesday, April 22

In Class: Grammar: Fragments

Due Today: Grammar Practice 3

Homework: Read "On Dumpster Diving" by Lars Eighner (*50 Essays* 139-151);

Reading Log 3

Wednesday, April 23

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 3

Homework: Library Assignment 4; draft of Process Analysis for peer review; Vocabulary

Quiz 2

Friday, April 25

In Class: Vocabulary Quiz 2; peer review of Process Analysis Paper

Due Today: Draft of Process Analysis Paper for peer review; Library Assignment 4

Homework: Final draft of Process Analysis Paper

Week 5

Monday, April 28

In Class: Midterm Review

Due Today: Final draft of Process Analysis Paper

Homework: study for midterm; prepare Journal 1

Tuesday, April 29

In Class: Midterm Exam

Due Today: Journal 1

Homework: Read "Turkeys in the Kitchen" by Dave Barry (*50 Essays* 72-4); Reading

Log 4

Wednesday, April 30

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 4

Homework: Library Assignment 5

Friday, May 2

In Class: Rhetorical Analysis Assigned & Activity

Due Today: Library Assignment 5

Homework: Find an advertisement from a magazine & bring to class on Monday; bring graded Narrative Paper (with graded rubric)

Week 6**Monday, May 5**

In Class: Narrative Revision

Due Today: Advertisement Check; In-class revision

Homework: Read *English Brushup* (71-80); Grammar Practice 4

Tuesday, May 6

In Class: Grammar: Comma Splices & Fused Sentences

Due Today: Grammar Practice 4

Homework: Read “The Ways We Lie” by Stephanie Ericsson (*50 Essays* 159-168);
Reading Log 5

Wednesday, May 7

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 5

Homework: Library Assignment 6 due tomorrow; Vocabulary Quiz 3

Friday, May 9

In Class: Vocabulary Quiz 3; peer review of Rhetorical Analysis

Due Today: Draft of Rhetorical Analysis; Library Assignment 6

Homework: Final draft of Rhetorical Analysis

Week 7**Monday, May 12**

In Class: Categorization Essay Assigned

Due Today: Rhetorical Analysis

Homework: Read *English Brushup* (91-100); Grammar Assignment 5

Tuesday, May 13

In Class: Grammar: Commas

Due Today: Grammar Assignment 5

Homework: Read “Mother Tongue” by Amy Tan (*50 Essays* 417-423); Reading Log 6

Wednesday, May 14

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 6

Homework: Library Assignment 7; draft of Categorization Essay for Peer Review

Friday, May 16

In Class: Peer Review of Categorization Essay

Due Today: essay draft; Library Assignment 7

Homework: continue revising Categorization Essay

Week 8

Monday, May 19

In Class: Cause & Effect Essay Assigned

Due Today: Categorization Essay

Homework: Read *English Brushup* (101-12 and 133-42); Grammar Practice 6

Tuesday, May 20

In Class: Grammar: Apostrophes & Capitalization

Due Today: Grammar Practice 6

Homework: Read “The Joy of Reading & Writing: Superman & Me” by Sherman Alexie (*50 Essays* 15-8); Reading Log 7

Wednesday, May 21

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 7

Homework: Outline of Causes & Effects Essay (first two paragraphs and detailed outline of the rest); Library Assignment 8; Vocabulary Quiz 4

Friday, May 23

In Class: Vocabulary Quiz 4; peer review of Causes & Effects Essay outline

Due Today: outline of Arguing Causes and Effects Essay for peer review; Library Assignment 8

Homework: continue revising; bring graded copy of Process Analysis for revision on Tuesday

Week 9

Monday, May 26 (Holiday)

NO CLASS: Memorial Day

Tuesday, May 27

In Class: Revision of Process Analysis

Due Today: Grammar Practice 6

Homework: Read “Just Walk on By: Black Men and Public Spaces” by Brent Staples (*50 Essays* 394-397); Reading Log 8

Wednesday, May 28

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 8

Homework: Library Assignment 9; draft of Causes & Effects Essay (full draft)

Friday, May 30

In Class: Peer review of Causes & Effects Essay

Due Today: Draft of Causes & Effects Essay for peer review; Library Assignment 9

Homework: continue revising Causes & Effects Essay

Week 10

Monday, June 2

In Class: TBD

Homework: continue revising Causes & Effects Essay

Tuesday, June 3

In Class: Grammar Review

Homework: Read “Why Bother” by Michael Pollan (*50 Essays* 312-320); Reading Log 9
Log Nine due tomorrow

Wednesday, June 4

Meet in the ARC (Library 190)

In Class: Reading Discussion

Due Today: Reading Log 9

Homework: Library Assignment 10; prepare final draft of Cause & Effect Essay

Friday, June 6

In Class: Final Exam Review

Due Today: Library Assignment 10; Cause & Effect Essay

Homework: prepare Journal 2; study for Final Exam

FINALS WEEK

Date and Time of Final to Be Determined (via MyCWU)

In Class: Final Exam

Due Today: Journal 2

Final grades will be posted by 10:00 PM on Tuesday, June 17