English 100T: Transitional English

Instructor: Amanda I. Ross
E-mail: rossa@cwu.edu
Office: Language & Literature 408A
Hours: 2-2:50 Mondays and Fridays or by appointment*
   *also Library 188D from 11-11:50 on Wednesdays

Classroom: Science 142
Class Hours: 1-1:50 Monday, Tuesday, Wednesday*, & Friday
   *Meet in the Writing Center (Library 1st floor) every Wednesday starting October 1
Writing Center: (509) 963-1270, e-mail: umwdesk@cwu.edu

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


- Real Skills Interactive is a workbook. You must purchase a new copy of this book.
- Learning Curve interactive software will be included when you buy Real Skills Interactive. You will use Learning Curve to complete your grammar homework.
Each student must ensure that he/she can access both Canvas and Outlook (e-mail) for communication purposes. Canvas 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 Canvas will also be sent to students via Outlook. http://my.cwu.edu

All assignments will be posted on Canvas only. Hardcopies will not be provided. Each student is responsible to download and print assignments and rubrics. Also, all papers will be submitted electronically using Turnitin via Canvas as well as via hardcopy in class on the due date.

**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 the Compare and Contrast 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</td>
</tr>
<tr>
<td>Reading Pop Quizzes (three)*</td>
<td>30</td>
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<tr>
<td>Vocabulary Quizzes (four)</td>
<td>20</td>
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<tr>
<td>Midterm Assessment</td>
<td>50</td>
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<tr>
<td>Final Assessment</td>
<td>100</td>
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<tr>
<td><em>Learning Curve</em> Grammar Practice (eight)</td>
<td>40</td>
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<tr>
<td>Peer/Self Reviews (seven)</td>
<td>70</td>
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<tr>
<td>Library Assignments (nine)</td>
<td>45</td>
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<tr>
<td>Reading Log (nine)</td>
<td>45</td>
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<tr>
<td>Journal (daily)</td>
<td>40</td>
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<tr>
<td>Descriptive Paper</td>
<td>50</td>
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<tr>
<td>Narrative Paper</td>
<td>100</td>
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<tr>
<td>Process Analysis Paper</td>
<td>50</td>
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<tr>
<td>Rhetorical Analysis Paper</td>
<td>50</td>
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<tr>
<td>Categorization Paper</td>
<td>150</td>
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<tr>
<td>Compare and Contrast Reflection Paper</td>
<td>150</td>
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<tr>
<td><strong>Total: 1000 points</strong></td>
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*More pop quizzes may be added at the instructor’s discretion.

Detailed information for each assignment will be provided via Canvas.

**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 Canvas.

- **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 *Canvas*. Points may be made up by completing available extra credit.

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### 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.

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### Schedule of Assignments

**Subject to change**

#### Week 1

**Wednesday, September 24**
In Class: Introductions, Syllabus, Using *Canvas* and *Learning Curve*
Homework: Syllabus Quiz on Friday

**Friday, September 26**
In Class: Syllabus Quiz, Paragraph Structure, Descriptive Paper Assigned
Due Today: Syllabus Quiz
Homework: Purchase required texts—book check Monday

#### Week 2

**Monday, September 29**
In Class: Avoiding Plagiarism
Due Today: (nothing)
Homework: Read *Real Skills* 81-99; Start *Learning Curve*: Nouns and Pronouns; Verbs, Adjectives, and Adverbs; and Prepositions and Conjunctions

**Tuesday, September 30**
In Class: Grammar: Parts of Speech and Complete Sentences
Due Today: (nothing)
Homework: Work on *Learning Curve* Assignments; Reading Log 1; Read “A Plague of Tics” by David Sedaris (*50 Essays* 360-73)
**Wednesday, October 1**
**Meet in the ARC (Library 190)**
In Class: Meet the Tutors, Reading Discussion
Due Today: Reading Log 1
Homework: Work on *Learning Curve* Assignments; Draft of Descriptive Paper due tomorrow; Library Assignment One due tomorrow; Vocabulary Quiz 1 Friday

**Friday, October 3**
In Class: Peer Review: Description; Vocabulary Quiz 1
Due Today: *Learning Curve*: Nouns and Pronouns; Verbs, Adjectives, and Adverbs; and Prepositions and Conjunctions; Library Assignment One; Draft of Descriptive Paper
Homework: Final draft of Descriptive Paper due Monday

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**Monday, October 6**
In Class: Narrative Paper Assigned
Due Today: Descriptive Paper (hardcopy and Turnitin upload via *Canvas*)
Homework: Read *Real Skills* 100-11

**Tuesday, October 7**
In Class: Grammar: Fragments
Due Today: (nothing)
Homework: *Learning Curve*: Fragments, Reading Log 2; Read “On Being a Cripple” by Nancy Mairs (*50 Essays* 259-72)

**Wednesday, October 8**
**Meet in the ARC (Library 190)**
In Class: Reading Discussion
Due Today: Reading Log 2
Homework: *Learning Curve*: Fragments; draft of Narrative Paper; Library Assignment 2 (all due tomorrow); Vocabulary Quiz 2 Friday

**Friday, October 10**
In Class: Peer Review: Narrative Paper; Vocabulary Quiz 2
Due Today: *Learning Curve*: Fragments; Library Assignment 2; draft of Narrative Paper
Homework: Final draft of Narrative Paper due Monday

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**Week 3**

**Monday, October 6**
In Class: Narrative Paper Assigned
Due Today: Descriptive Paper (hardcopy and Turnitin upload via *Canvas*)
Homework: Read *Real Skills* 100-11

**Tuesday, October 7**
In Class: Grammar: Fragments
Due Today: (nothing)
Homework: *Learning Curve*: Fragments, Reading Log 2; Read “On Being a Cripple” by Nancy Mairs (*50 Essays* 259-72)

**Wednesday, October 8**
**Meet in the ARC (Library 190)**
In Class: Reading Discussion
Due Today: Reading Log 2
Homework: *Learning Curve*: Fragments; draft of Narrative Paper; Library Assignment 2 (all due tomorrow); Vocabulary Quiz 2 Friday

**Friday, October 10**
In Class: Peer Review: Narrative Paper; Vocabulary Quiz 2
Due Today: *Learning Curve*: Fragments; Library Assignment 2; draft of Narrative Paper
Homework: Final draft of Narrative Paper due Monday

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**Week 4**

**Monday, October 13**
In Class: Process Analysis Paper Assigned
Due Today: Narrative Paper
Homework: Read *Real Skills* 112-18; *Learning Curve*: Run-ons and Comma Splices
**Tuesday, October 14**
In Class: Grammar: Run-ons and Comma Splices  
Due Today: (nothing)  
Homework: *Learning Curve*: Run-ons and Comma Splices; Library Assignment 3; Draft of Process Analysis Paper (all due Friday); Vocabulary Quiz 3 on Friday

**Wednesday, October 15 (Faculty Development Day)**  
NO CLASS MEETING

**Friday, October 17**  
In Class: Peer Review of Process Analysis; Vocabulary Quiz 3  
Due Today: *Learning Curve*: Subject-Verb Agreement; Library Assignment 3; Draft of Process Analysis Paper  
Homework: Final draft of Process Analysis Paper due Monday

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**Week 5**

**Monday, October 20**  
In Class: Rhetorical Analysis Paper Assigned  
Due Today: Process Analysis  
Homework: Read *Real Skills* 119-32; *Learning Curve*: Subject-Verb Agreement

**Tuesday, October 21**  
In Class: Grammar: Subject-Verb Agreement  
Due Today: (nothing)  
Homework: *Learning Curve*: Subject-Verb Agreement; Reading Log 3; Read “On Dumpster Diving” by Lars Eighner (*50 Essays* 139-51)

**Wednesday, October 22**  
Meet in the ARC (Library 190)  
In Class: Reading Discussion  
Due Today: Reading Log 3  
Homework: *Learning Curve*: Subject-Verb Agreement; Library Assignment 4

**Friday, October 24**  
In Class: Rhetorical Analysis Practice, Prep for Midterm Assessment  
Due Today: *Learning Curve*: Subject-Verb Agreement; Library Assignment 4  
Homework: Study for the Midterm Assessment; Journals (September 24-October 27) due Monday
Week 6

**Monday, October 27**
In Class: Midterm Assessment
Due Today: Journals (September 24-October 27)
Homework: Read Real Skills 133-61; Learning Curve: Verbs, Active and Passive Voice

**Tuesday, October 28**
In Class: Grammar: Verb Tense
Due Today: (nothing)
Homework: Learning Curve: Verbs, Active and Passive Voice; Reading Log 4; Read “The Joy of Reading and Writing: Superman and Me” by Sherman Alexie (50 Essays 15-19)

**Wednesday, October 29**
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log 4
Homework: Learning Curve: Verbs, Active and Passive Voice; Library Assignment 5; Draft of Rhetorical Analysis Paper (all due Friday); Vocabulary Quiz 4 Friday

**Friday, October 31**
In Class: Peer Review of Rhetorical Analysis Paper; Vocabulary Quiz 4
Due Today: Learning Curve: Verbs, Active and Passive Voice; Library Assignment 5; Draft of Rhetorical Analysis Paper
Homework: Final draft of Rhetorical Analysis Paper due Monday

Week 7

**Monday, November 3**
In Class: Essay Structure: Categorization Essay Assigned
Due Today: Rhetorical Analysis Paper
Homework: Read Real Skills 162-92; Learning Curve: Pronoun-Antecedent Agreement and Parallelism

**Tuesday, November 4**
In Class: Grammar: Pronouns, Modifiers, and Parallel Sentence Structure
Due Today: (nothing)
Homework: Learning Curve: Pronoun-Antecedent Agreement and Parallelism; Reading Log 5; Read “Mother Tongue” by Amy Tan (50 Essays 417-23)
**Wednesday, November 5**  
Meet in the ARC (Library 190)  
In Class: Reading Discussion  
Due Today: Reading Log 5  
Homework: *Learning Curve*: Pronoun-Antecedent Agreement and Parallelism; Library Assignment 6

**Friday, November 7**  
In Class: Narrative Revision  
Due Today: *Learning Curve*: Pronoun-Antecedent Agreement and Parallelism; Library Assignment 6  
Homework: Read *Real Skills* 212-20; *Learning Curve*: Commas

**Monday, November 10**  
In Class: Grammar: Commas  
Due Today: (nothing)  
Homework: *Learning Curve*: Commas; Reading Log 6; Read “The Ways We Lie” by Stephanie Ericsson (*50 Essays* 159-68)

**Tuesday, November 11 (Veteran’s Day)**  
NO CLASS MEETING

**Wednesday, November 12**  
Meet in the ARC (Library 190)  
In Class: Reading Discussion  
Due Today: Reading Log 6  
Homework: *Learning Curve*: Commas; Library Assignment 7; Draft of Categorization Essay (all due Friday)

**Friday, November 14**  
In Class: Peer Review of Categorization Essay  
Due Today: *Learning Curve*: Commas; Library Assignment 7; Draft of Categorization Essay  
Homework: Final draft of Categorization Essay due Monday

**Monday, November 17**  
In Class: Cause and Effect Essay Assigned  
Due Today: Categorization Essay  
Homework: Read *Real Skills* 221-33; *Learning Curve*: Capitalization, Apostrophes
Tuesday, November 18
In Class: Grammar: Capitalization and Apostrophes
Due Today: (nothing)
Homework: Learning Curve: Capitalization, Apostrophes; Reading Log 7; Read “Turkeys in the Kitchen” by Dave Barry (50 Essays 72-5)

Wednesday, November 19
Meet in the ARC (Library 190)
In Class: Reading Discussion
Due Today: Reading Log 7
Homework: Learning Curve: Capitalization, Apostrophes; Library Assignment 8; Outline of Cause and Effect Essay (all due Friday)

Friday, November 21
In Class: Peer Review of Cause and Effect Essay Outline
Due Today: Learning Curve: Capitalization, Apostrophes; Library Assignment 8; Outline of Cause and Effect Essay
Homework: (nothing)

Week 10

Monday, November 24
In Class: Categorization Essay Revision
Due Today: (nothing)
Homework: Read “Just Walk on By” by Brent Staples (50 Essays 394-8); Reading Log 8

Tuesday, November 25
In Class: Reading Discussion
Due Today: Reading Log 8
Homework: Draft of Cause and Effect Essay due Monday

Wednesday, November 26 (Thanksgiving Recess)
NO CLASS MEETING

Friday, November 28 (Thanksgiving Recess)
NO CLASS MEETING

Week 11

Monday, December 1
In Class: Peer Review of Cause and Effect Essay
Due Today: Draft of Cause and Effect Essay
Homework: Work on Cause and Effect Essay
**Tuesday, December 2**  
In Class: Review for Final Assessment  
Due Today: (nothing)  
Homework: Reading Log 9; Read “Two Ways to Belong in America” by Bharati Mukherjee (*50 Essays* 290-4)

**Wednesday, December 3**  
In Class: Reading Discussion  
Due Today: Reading Log 9  
Homework: Library Assignment 9; Journals (October 28-December 4) due Friday

**Friday, December 5**  
In Class: Review for Final Assessment  
Due Today: Journals (October 28-December 4); Library Assignment 9  
Homework: Study for the Final Assessment

**FINALS WEEK**

**Date and Time of Final to Be Determined (via MyCWU)**  
In Class: Final Exam

*Final grades will be posted by 10:00 PM on Tuesday, December 16*