Instructor: Ms. Marisa Humphrey, M.A.
Email: humphrem@cwu.edu
Office: Black 225-28
Office hours: Mondays, Wednesdays, and Fridays 11:00 a.m. to noon, or by appointment
Office Phone: 509-963-1539
Mailbox: Language and Literature building, office 423

Textbooks
- Humphrey’s Eng 101 course pack

Other Necessary Materials
- notebook for class notes
- collegiate dictionary
- stapler (I dock your grade if you don’t staple your papers together. 😊)

Course Description
This course will help you to develop the skills necessary for reading and responding within the context of academic writing. Through assignments involving critical reading and response, you will generate complex questions and explore multiple perspectives. The culminating assignment for the course is a synthesis essay in which you explore several possible answers to a question at issue that interests you.

Course Outcomes
In English 101, we will 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 responsively, 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; and
- Crafting prose that conforms to the expectations of an academic audience.

Type of Instruction
This class will consist of lectures and discussions.
ADA Statement
Students with documented disabilities who wish to set up academic adjustments in this class should send me an electronic copy of their “Academic Adjustments” as soon as possible so we can meet to discuss how the approved adjustments will be implemented in this class. Students who need to acquire this documentation should contact the Center for Disability Services Office, Bouillion 140 or ds@cwu.edu or 509-963-1202.

Grading Procedure
In order to pass this course, you must earn a grade of C- or higher. Keep in mind that your major may require you to attain a higher grade. Your grade in this course will be broken down as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Minor homework items</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Summary #1</td>
<td>10%</td>
</tr>
<tr>
<td>Summary #2</td>
<td>15%</td>
</tr>
<tr>
<td>Response paper</td>
<td>20%</td>
</tr>
<tr>
<td>Synthesis paper</td>
<td>25%</td>
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</tbody>
</table>

Confidentiality
Your grades are confidential. No one else in the class (or even your parents, if you are 18 or over) has a right to know your grades and scores. If another student demands to know what you earned on a quiz or paper and you do not want to share that information, then you have every right to tell that person off. It’s none of their business.

Homework
The homework schedule is designed so that you do homework in preparation for each class, rather than as follow-up from each class.

Due Dates
We usually have something due every day of class. However, the most important due dates are those for the major papers. They are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Date</th>
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<tbody>
<tr>
<td>Summary #1</td>
<td>Monday, October 13</td>
</tr>
<tr>
<td>Summary #2</td>
<td>Friday, October 24</td>
</tr>
<tr>
<td>Response</td>
<td>Wednesday, November 12</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Tuesday, December 9</td>
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</tbody>
</table>

Workload
CWU academic credit policies indicate that in order to earn your credits, you should be working three hours per week per credit. To earn four credits for Eng 101, you should be spending twelve hours per week on the course. Three of those hours each week are spent in class, so you should plan to be spending nine hours per week working on the course outside of class.
General grading criteria
Every essay submitted must have the following features:

✓ a clear purpose and focus that fulfills all of the assignment requirements;
✓ a tone appropriate for the assignment (formal and academic unless otherwise noted);
✓ an organization that is focused and unified, complete with transitions and topic sentences to provide cohesion;
✓ coherent development that is consistently relevant to the purpose of the essay;
✓ concise, clear, strong, and effective sentences;
✓ consistently correct grammar, punctuation, spelling, and mechanics; and
✓ accurate documentation of any sources used.

Instructor’s Policies
Recycled work: Do not turn in papers that you wrote for a different class or a past English course. I want to see the work that you are doing at the present time.

Late work: All work assigned in the schedule is due at the beginning of the corresponding class period. I do not accept late work from any student under any circumstances. Period.

Turning in assignments: All written work should be printed and turned in physically in class. You will only be allowed to email assignments to the instructor ON TIME under emergency circumstances.

Resubmission policy: You may rewrite and resubmit one paper if you earn a 65% or lower. You must turn in the rewritten paper within one week after you receive the grade. In other words, if I hand back your paper on a Monday, you have until the following Monday to resubmit it. No resubmissions will be accepted beyond that one-week deadline. You must include the version that I originally graded with your revision; otherwise, your new version will not be graded.

Expectations for all students:
✓ I expect you to follow the homework schedule, complete the work, come to class on time, pay attention while here, and wait until class is dismissed before you pack up to leave.
✓ I expect you to contact me if you cannot attend class.
✓ I expect you to be respectful to your peers and your instructor. I retain the right to turn you over to Student Affairs if you cannot respect others.
✓ I expect you to ask questions, especially when you need clarification about an assignment.
✓ I expect you to read the materials assigned in the course schedule.
✓ I expect you to look up words that you don’t know when you are reading or writing.
✓ I expect you to avoid disrupting class—if I am talking or if we are having a class discussion, you should be awake and listening, not sleeping or distracting others.
✓ You may bring beverages to class, but I expect you to refrain from eating in class.
✓ I expect you to print your assignments ahead of time so that you will not be late to class.
✓ I expect you to silence and PUT AWAY your cell phones and music devices during class.

Absence policy: While I appreciate being told why you missed class, I do not excuse anyone’s absences. You are allowed three absences without penalty, which you should use wisely and sparingly. Absences after the third will pull down your participation grade. If you acquire seven absences, you will automatically fail the course. You are responsible for all information.
presented in class even if you were absent. “I wasn’t here” will not be considered a valid excuse for anything.

**Peer review days:** You need to print out *double-spaced* copies of your papers for peer review. If you come to a peer review day without a *complete* draft of your paper, you will be marked absent and asked to leave. *If you skip a peer review workshop altogether, you will earn two absences.*

**Tardiness:** I take attendance at the beginning of class. If you arrive late, you have already been marked absent.

**Make up work:** If you miss class, you will not be allowed to make up quizzes that you missed or papers that you failed to turn in. If you need to miss a class period, you may make arrangements in advance to turn in your work or take your quizzes early.

**Cell phones and electronics:** Any item that distracts you or your classmates is not welcome in class. This can include laptops and tablets, but cell phones are the most obvious distractions. You need to silence your phone and **PUT IT AWAY** during class. Distracting yourself or classmates will damage your participation grade and may also prevent your success on other course work.

**Participation:** Participation, added to your grade at the end of the quarter, is a holistic score used to reflect your involvement in the course as a whole. A 75% indicates adequate participation, 85% is effective participation, and so on. There are many ways to participate in class, such as joining in class discussions, listening to the instructor, taking notes, joining in small group work, asking relevant questions, being prepared for class, meeting with the instructor, using the Writing Center, giving useable feedback during peer review, and generally being engaged in this course.

**Canvas:** This course does not have an online component or interface. The course pack contains the course schedule and all the directions for assignments. I will give you regular grade updates after each major assignment is added to your grade, and if you would like to know your grade at other times, you should be able to use your math skills and the grade breakdown on page 2.

**Grade bumps:** At the end of the quarter, if your course grade is on a borderline between grade categories, I will consider bumping your grade up if you have attended class faithfully and have participated consistently.

**Questions or concerns:** If questions or concerns arise, come and speak with me. I can only answer your questions if you ask them. Please email or meet with me if you have a question or would like some help outside of class.

**Formatting and Documentation**
You are required to document all sources using MLA style, which will be taught in class in addition to being available in the textbook. All of your papers should be presented in MLA format (see *ABGW* p. 405).
Academic Dishonesty
Academic dishonesty is defined in the student conduct code (http://www.cwu.edu/student-success/student-rights-and-responsibilities). Academic dishonesty includes acts such as cheating on quizzes or exams or plagiarizing written work. Plagiarism is the act of intentionally trying to pass off someone else’s work as your own, such as buying a paper off the internet, having someone else write your paper for you, or copying out of a source without attribution or documentation. If academic dishonesty is confirmed, you will earn a failing grade either for the specific assignment or for the course, depending on the severity of the case. Withdrawing from a course does not excuse academic dishonesty. In cases where academic dishonesty is confirmed, a “W” can be replaced with a letter grade.

Though not as severe as academic dishonesty, misuse of sources (such as misquoting or misrepresenting a source or patchwriting out of a source) and careless documentation also have damaging effects on grades. See the grading rubric to know how these can affect your grades.

Reading Tips for Quizzes
Quizzes will cover the reading assigned in the class schedule and will consist of multiple choice or true/false questions. Do not assume that makes them easy. Here are some research-based hints to help you get the most out of your textbook and prepare for quizzes:

1. Turn off the music, shut out any distractions, and focus on understanding the text.
2. Glance through the assigned reading: look at the title and section headings to see how long the reading is and what it will be about—look for a logical progression of ideas.
3. Read the text—all at once or in sections with small breaks in between (avoid speed-reading because it will not help you to understand or retain information well).
4. Take the time to understand and process what you read.
5. Always keep a dictionary within arm’s reach and look up definitions as you read; other than learning Latin, this is the best way to improve your vocabulary.
6. Mark the text (underline, highlight, write summary notes or questions in the margin, etc.). Take note of important ideas, definitions, and main points; if you don’t want to mark in your textbook, take notes in a separate notebook.
7. Stop at the end of each section and review the major ideas, examples, and details.
8. When you’ve finished, look back through the piece and re-read what you marked.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Homework Due in Class</th>
<th>Class Topic</th>
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| W Sept 24 | □ Student Profile (completed in class) | -- Introductions  
-- Overview of course and syllabus |
| F Sept 26 | □ Re-read syllabus, note policies, and review course pack and ABGW  
□ Read course pack p. 9-14  
□ Write at least ½ page in reaction to course pack p. 9-14  
□ Read ABGW p. 22-31  
□ Prepare for quiz over ABGW reading | -- Quiz  
-- The writing process  
-- Academic writing & exploration |
| M Sept 29 | □ Read “Is College Worth it? Clearly, New Data Say” by David Leonhardt (online article—use Google to find it) | -- Discussion  
-- Issue questions  
-- Grammatical conventions |
| W Oct 1 | □ Read ABGW p. 114-119, 82-92, and 102-105  
□ Prepare for quiz over reading | -- Quiz  
-- Writing a summary  
-- Attributive tags |
| F Oct 3 | □ Read “Let’s Clarify the ‘Is College Worth It’ Conversation” by Andrew Kelly (online article—use Google to find it) | -- Discussion  
-- Writing a summary  
-- Issue questions  
-- Grammatical conventions |
| M Oct 6 | □ Read ABGW p. 2-21  
□ Prepare for quiz over reading | -- Quiz  
-- Writing a summary  
-- Issue questions  
-- Audience, purpose, and genre |
| W Oct 8 | □ Review/re-read “Is College Worth It” and “Let’s Clarify”  
□ Choose which one to summarize  
□ Work on drafting your summary | -- Writing a summary  
-- Documentation  
-- Plagiarism |
| F Oct 10 | □ Finish drafting your summary  
□ Bring completed draft to peer review | -- Peer review workshop |
| M Oct 13 | □ Revise and edit your summary for submission  
□ Attach documents listed on assignment sheet | -- Summary #1 DUE  
-- MLA external citations |
| W Oct 15 | NO CLASS | Faculty In-Service/Student Study Day |
| F Oct 17 | □ Finish MLA external citations begun in class, using the ABGW  
□ **Type** the external citations with correct formatting and spacing, so that you can **turn it in**  
□ Read “The Case for Working with Your Hands” by Matthew B. Crawford (online article—use Google to find it) | -- Discussion  
-- Review of summary writing  
-- Grammatical conventions |
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| M Oct 20  | □ Read “Higher Education: Is College Worth It” from *The Economist* (online article—use Google to find it)  
             □ Work on draft of second summary                                                   | -- Discussion                                     |
<p>|            |                                                                                     | -- Review of summary writing                      |
|            |                                                                                     | -- Grammatical conventions                        |
| W Oct 22  | □ Finish drafting second summary                                                      | -- Peer review workshop                           |
|            | □ Bring completed draft to peer review                                               |                                                 |
| F Oct 24  | □ Revise and edit your summary for submission                                         | -- Summary #2 DUE                                 |
|            | □ Attach documents listed on assignment sheet                                         | -- Grammatical conventions                        |
|            |                                                                                     | -- Introduction to response paper                 |
| M Oct 27  | □ Read <em>ABGW</em> p. 92-102, 106-113                                                      | -- Quiz                                          |
|            | □ Prepare for quiz over reading                                                      | -- Writing a response                             |
|            |                                                                                     | -- Active reading                                  |
| W Oct 29  | □ Read “Why I Teach Plato to Plumbers” by Scott Samuelson (online article—use Google to find it) | -- Discussion                                     |
|            |                                                                                     | -- Grammatical conventions                        |
| F Oct 31  | □ Read <em>ABGW</em> p. 42-56                                                             | -- Quiz                                          |
|            | □ Prepare for quiz over <em>ABGW</em> reading                                              | -- Angle of vision                                |
|            |                                                                                     | -- Responding academically                         |
| M Nov 3   | □ Read “To Boost Post-college Prospects” by Peter Cohan (online article—use Google to find it) | -- Discussion                                     |
|            |                                                                                     | -- Grammatical conventions                        |
| W Nov 5   | □ Read <em>ABGW</em> p. 32-37                                                              | -- Quiz                                          |
|            | □ Prepare for quiz over reading                                                      | -- Writing a response                             |
|            | □ Decide which article you will respond to and begin brainstorming                    | -- Thesis statements and organization              |
| F Nov 7   | □ Work on brainstorming and drafting your response                                   | -- Writing a response                             |
| M Nov 10  | □ Finish drafting response                                                           | -- Peer review workshop                           |
|            | □ Bring completed draft to peer review                                              |                                                 |
| W Nov 12  | □ Revise and edit your response paper for submission                                 | -- Response DUE                                   |
|            | □ Attach documents listed on assignment sheet                                         | -- Grammatical conventions                        |
| F Nov 14  | □ Read <em>ABGW</em> p. 284-304                                                             | -- Quiz                                          |
|            | □ Prepare for quiz over reading                                                      | -- Writing a synthesis                             |
|            |                                                                                     | -- Issue questions and complexities                |
| M Nov 17  | □ Re-read all six Eng 101 articles for discussion                                    | -- Synthesizing                                   |
|            |                                                                                     | -- Discussion                                     |
| W Nov 19  | □ Continue re-reading articles                                                      | -- Writing a synthesis                             |
|            | □ Begin brainstorming ideas for synthesis                                            | -- Dealing with complexities                       |</p>
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<thead>
<tr>
<th>Date</th>
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</tr>
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</table>
| F Nov 21   | ☐ Continue re-reading the articles for the synthesis  
☐ Decide which issue question you will focus on in your synthesis | -- Planning synthesis  
-- Organizing the synthesis  
-- Thesis statements |
| M Nov 24   | ☐ Read *ABGW* p. 543-560  
☐ Prepare for quiz over reading  
☐ Continue re-reading the articles | -- Quiz  
-- Writing the synthesis  
-- Incorporating sources  
-- Avoiding plagiarism |
| Nov 26-28  | NO CLASS                                                                              | Thanksgiving Break                                                        |
| M Dec 1    | ☐ Continue drafting your synthesis  
☐ *Reminder:* Complete course evaluations online | -- Writing the synthesis  
-- Introductions and conclusions |
| W Dec 3    | ☐ Bring a complete rough draft of your synthesis to peer review                    | -- Peer review workshop                                                   |
| F Dec 5    | ☐ **Make revisions** to your rough draft  
☐ Bring most recent draft of synthesis to peer review  
☐ *Reminder:* Complete course evaluations online | -- Peer review workshop                                                   |
| FINALS WEEK| ☐ Revise and edit your synthesis for submission  
☐ Attach documents listed on assignment sheet  
☐ Synthesis due **Tuesday, December 9 at 11:30 a.m.** | -- No class meeting during finals week  
-- **Synthesis DUE Tuesday, December 9 at 11:30 a.m. at English office (L&L 423) or instructor’s office (Black 225-28)** |

NOTE: Feel free to submit the synthesis before the due date and time.

**DON'T FORGET:**
SEOs are available online during the last week of class. Please take some time to evaluate this course.