English 101: Critical Reading and Responding
Fall Quarter 2014

Instructor Information:
Kevin Leaverton
Language and Lit. 420
963-1582
leavertk@cwu.edu

Office Hours: M W F 1:00-1:50

Required textbook(s):

Writer's Harbrace Handbook

Welcome! In English 101 we will discuss the expectations and requirements for college level writing and researching. As a class we will explore what makes a successful college level paper and also how to make the writing process as simple and fun as it can be. For this class I have categorized the writing process into a six-step system that will ensure professional and responsible paper writing skills no matter what kind of college level paper you are writing. We will spend the first part of the quarter discussing these six steps and how to apply them to your own writing. After this, we will begin exploring different types of non-fiction college writing.

We will cover English grammar rules and make sure that you can use the English language properly while writing. As an adult, the ability to communicate effectively in writing is vitally important for achieving the career you want and the grades you may seek in other college classes. English has fast become the international language of business and learning, which can be a problem because it is a difficult language to master. By taking this course you will be prepared to succeed in other writing classes and in the business world. English basic composition is the first part of a two part writing series at CWU,
the second part being English 102. English 102 will begin where this class ends, but the skills you acquire in English 101 will be equally important as those learned for 102. You must get a grade of C- or higher to move into English 102. Let us begin.

Outcomes and Objectives:

1. Read critically, distinguishing central ideas from evidence and identifying the author’s purpose, assumptions, and attitudes
2. Summarize 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
3. Read responsively, using prior knowledge and experience to identify questions at issue and to recognize bias
4. Respond 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
5. Identify and synthesize the common questions at issue among reading that represent various perspectives on a topic or solution to a problem
6. Draw reasonable conclusions from information found in various sources — whether written, oral, tabular, or graphic — and synthesizing those conclusions into the development of written projects
7. Integrating multiple sources by examining alternative solutions or perspectives and responding to source material. The writing may include a description of the research process.
8. Each essay should have a clear purpose, well crafted sentences, appropriate tone, development that is consistently relevant, logical organization, and accurate documentation, and consistent use of standard academic English.

In order to achieve these outcomes and objectives, this course will be assessed as follows:
Brief writing projects (2)  5, 5
Summary                        10
Summary/Response (2)  15, 20
Grammar test                   10
Mid Term test                   10
Informative essay              25
**Total points**               100

Class policies and procedures:

- If at the end of the course your grade average is on a border, it will be raised if you have attended class consistently and participated actively.

- Late assignments will not be eligible for a full grade. An important part of education is the realization of deadlines. If you cannot turn in a paper on time, then you do not have good student skills. It is important to learn deadlines early on, so that when they become more important to you (i.e. when they can cost you your job) you will be able to handle them.

- No more than four absences are allowed for full course credit. For each absence beyond the fourth, your grade will be dropped one percent. For example, if you have been absent five times one percentile point will be deducted from your grade, in some cases causing the grade to lower a full level. If you are not prepared for class, you will be counted absent. When you do miss class, remember to talk with a classmate about that day’s lesson or get that day’s homework. You will be held responsible for completing any work assigned while you are absent. You will also be held responsible for submitting any homework that is due when you are absent. That means, make friends who can bring papers to class for you. If you miss more than four days consecutively, without communicating to me why you have not been in class, I will assume that you have dropped the class.

- Plagiarized papers will receive a zero. The CWU handbook states that the following is a violation of college rules: “buying, copying, borrowing, or otherwise plagiarizing another’s ideas, evidence, examples, images, opinions, or other material deemed ‘original.’” If you plagiarize, not only will your
paper fail, but also you may be expelled or subject to other disciplinary methods.

- If you receive a B or higher on an assignment, you may not rewrite the assignment, but if you receive a B- or lower you may rewrite. If you choose to rewrite a paper, the highest grade you can receive is a B. You must rewrite the paper within one week of the original due date. You must include the original, already graded paper with your new version. I will not re-grade your paper without the original. Late papers, regardless of the grade, may not be rewritten. In some cases, I may assign you to rewrite a paper if I feel that it does not meet your potential, or if the class as a whole has a problem with the topic. Make sure that you attend peer review sessions to achieve the best grade possible on your papers. Please use Central’s Writing Center for help as well.

- Please do not speak while I speak. I don’t really like it when you disrespect me, but I hate it when you disrespect the people around you. Everyone here wants to learn, so please help out by not talking. You can ask questions at any point during the class if you have them. If you must communicate with your neighbor, then please whisper. Also, please turn off your cellular phones.

- If you need course accommodation or adaptation because of disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible so your needs can be met.

My Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>A-</td>
<td>91-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-90%</td>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>81-83%</td>
<td>C+</td>
<td>78-80%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>C-</td>
<td>71-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-70%</td>
<td>D</td>
<td>61-67%</td>
</tr>
</tbody>
</table>
Wed. September 24  
Friday Sept. 26  
Monday Sept. 29  
Wednesday October 1  
Friday Oct. 3  
Monday Oct. 6  
Wednesday Oct. 8  
Friday Oct. 10  
Monday Oct. 13  
**Wednesday Oct. 15**  
Friday Oct. 17  
Monday Oct. 20  
Wednesday Oct. 22  
Friday Oct. 24  
Monday Oct. 27  
Wednesday Oct. 29  
Friday Oct. 31  
Monday November 3  
Wednesday Nov. 5  
Friday Nov. 7  
Monday Nov. 10  
Wednesday Nov. 12  
Friday Nov. 14

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Rhetoric Situation</th>
<th>Rhetoric Situation</th>
<th>Brainstorming</th>
<th>Paraphrasing</th>
<th>Summary/Paraphrase</th>
<th>Summary Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>BWP 1 Assigned</td>
<td>BWP 1 DUE</td>
<td>Summary DUE</td>
<td>BWP 2 Assigned</td>
<td>BWP 2 DUE</td>
<td>Sum/response Assigned</td>
<td>Sum/response Due</td>
</tr>
</tbody>
</table>

MLA  
MLA  
Research Methods  
Writing the paper  
Diagnostic  
Mid Term Test  
Responding to Research  
Revising methods  
Revising methods  
Peer Review  
Summary Response 2  
Grammar  
Grammar  
Peer Review
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Nov. 17</td>
<td>Informative essay</td>
<td></td>
<td>Informative essay</td>
</tr>
<tr>
<td>Wednesday Nov. 19</td>
<td>Grammar</td>
<td>Sum/response 2 due</td>
<td></td>
</tr>
<tr>
<td>Friday Nov. 21</td>
<td>Diagnostic</td>
<td>Informative essay</td>
<td>proposal due</td>
</tr>
<tr>
<td>Monday Nov. 24</td>
<td>Diagnostic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday Nov. 26</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Nov. 28</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday December 1</td>
<td>Grammar Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday Dec. 3</td>
<td>Class Wrap up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Dec. 5</td>
<td>Peer Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday Dec. 9</td>
<td>Informative paper due</td>
<td>by 5:00</td>
<td></td>
</tr>
</tbody>
</table>