Critical Reading & Responding: English 101, Winter 2015

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Office Hours: MTW 10:00 – 11:00 a.m. and by appointment

Eng 101.002 meet at 9:00- 9:50 MWF in L&L 354

Welcome!
English 101 is a course designed to develop your critical reading, thinking, and synthesizing skills. It will call upon you to demonstrate your ability to write logical, well-organized themes, with well-crafted sentences. You will also learn how to use Modern Language Association format and library research and documentation skills.

Required Textbooks
*They Say, I Say*, by Graff
*Harbrace Essentials with Resources for Writing in the Disciplines*, by Glenn and Gray (Recommended)

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.

**Attendance and Participation**
Community learning depends upon active participation. We learn from not only teachers but others around us in the classroom. In that spirit, come to class positive, prepared, and on time; bring all necessary materials; turn off all electronics except when requested, and be absent no more than three times. Your fourth absence, regardless of the reason, will result in one grade letter being deducted from your final grade. Your sixth absence will result in a conference with me and possibly a strong suggestion to drop the course.

**Contacting Me**
Please use my drop-in office hours or make an appointment. I truly am here to help you. While I’ll respond to specific questions, I refrain from replying to the “What did I miss?” e-mails. Instead, please contact a classmate for notes and handouts. I will also attend every class period, and will show up prepared and with a positive attitude as well. You may even find at the end of the quarter that English is not such a scary subject after all. If you are to attend a university-sponsored event that will interfere with your class attendance, it is your responsibility to provide documentation and to secure notes and work from your classmates.

**Writing Assignments**
English 101 will give you practice in college-level expectations for writing assignments. You’ll write two summary essays, two response essays, and a researched synthesis essay. Please type and double-spaced each paper, use MLA documentation. I reserve the right to request additional drafts or source materials, so keep them just in case.

**Grading**
Summary Essays 10%
Summary Response Essays 10%
Synthesis Essay 20%
Rhetorical Analysis Essay 10%
Annotated Bibliography 5%
Grammar/Editing Midterm 5%
Grammar/Editing Final 5%
Attendance & Participation 10%
Grammar Presentation 10%
Homework 15%
GRAND TOTAL 100%

**Grading Description**
A - Above and beyond
B - Travels an extra mile
C - Arrives at the destination
D - Only travels part way
F- Much distance remains

Grading Standards
Students often ask why a “B” paper has been marked “down.” “B” papers are not marked “down,” but “up,” as a paper that meets the standard is a “C."

By The Numbers
90-100 A
80-89 B
70-79 C
60-69 D
50 on down F

Late Papers
Assignments are due by the start of the class period. If you are finalizing your paper moments before class, it is better to attend class than finish during class. Therefore, as long as you come to class on time, explain your situation, and submit your paper to the English department secretary on the due date by 4 pm, I’ll accept the paper. I may revoke this privilege if you abuse it. Make sure to get a date stamp from the secretary. You have one class period after the deadline to submit a paper for a late penalty of 10%. No papers are accepted after that. Special Note: The grade you get on the final draft of your paper is your grade. There is no “revise and resubmit” option. I require your best work on the date that it is due.

Peer Workshops and Conferences
Prior to every due date, you and a partner will share your drafts at a peer workshop and respond to “workshop questions.” You’ll then answer the same questions for your own paper to provide reflection and training for careful revision. To be considered present, you must have your draft and respond helpfully to your partner. Do not worry- we will model constructive criticism. I consult with students on a first-come first- served basis, beginning with those who bring a copy of their paper to my office before class.

Plagiarism
The use of someone else’s work without citations or quotation marks is plagiarism and results in a zero. Regardless of your awareness of the problem, plagiarism is still plagiarism, and an answer of “I did not know” will not suffice. Always cite your sources, even if you think you might be citing incorrectly. I would rather have a good attempt than a plagiarist. Plagiarism usually results from a) Unintentional ignorance, b) Desperation, or c) Laziness. If I perceive intentional plagiarism in student work, I will charge that student with such through Academic Affairs.

Mastery in Grammatical Conventions
English 101 is also designed to ensure that you have mastered the basic conventions of English grammar. Each of you will be assigned to a group to teach a specific grammatical convention.
You’ll take an editing quiz at the mid-term and an editing test at the end of the quarter. There will also be grammar homework.

ADA Statement
If you have a disability and wish to set up academic adjustments in this class, give me 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. Additionally, if you have low vision or hearing or need other accommodation for learning styles, I am happy to oblige requests.

Important Dates for Eng 101 – NOTE: THIS WILL BE UPDATED NEXT WEEK

Week 1 January 6-9
Wednesday, January 7- Introductions, Syllabus
Friday, January 9- Discuss Chapters 1, 2, and 3 in “They Say, I Say”. Discuss Summary Essay and do in-class assignment. In fact, bring this book with you most days.

Week 2 January 12-16
Monday, January 12- ONLINE ASSIGNMENT- Watch Sir Ken Robinson’s TED Talk and do the online assignment. Not meeting in the classroom.
Wednesday, January 14-Bring a copy of your homework from Monday with you to class.
Friday, January 16- Practice: In-text citations

Week 3 January 19-23
Monday, January 19 – Summary #1 due to Canvas dropbox- bring a hard copy to class.
Wednesday, January 21- 
Friday, January 23 – Grammar homework #1 due on Canvas

Week 4 January 26-30
Monday, January 26 – Summary #2 due. Begin Summary Response essay. Discuss chapter 4-7 of “They Say, I Say”. 
Wednesday, January 28 – 
Friday, January 30 –

Week 5 February 2-6
Monday, February 2 Summary Response #1 due
Wednesday, February 4 
Friday, February 6 – Grammar Midterm due

Week 6 February 9-13
Wednesday, February 11 - Discuss assigned readings.
Friday, February 13 - Meet in Library do to work on guided research.

**Week 7 February 16-20**
Monday, February 16 – No Class
Wednesday, February 18 – Four sources due in MLA format.
Friday, February 20

**Week 8 February 23-27**
Monday, February 23
Wednesday, February 25 Synthesis Essay rough draft due
Friday, February 27 Synthesis Essay due. Begin Rhetorical Analysis

**Week 9 March 2- 6**
Monday, March 2 – Rhetorical Analysis Topics due.
Wednesday, March 4 – Outline for grammar presentations due. Rough Draft of Rhetorical Essay due
Friday, March 6 Final Draft of Rhetorical Essay due. Meet in the Library in the Academic Resource Commons to work on group presentations.

**Week 10 March 9-13**
Monday, March 9 – Grammar Presentations
Wednesday, March 11 - Grammar Presentations
Friday, March 13 - Grammar Presentations

Last Day to Add/Drop is January 12th. Uncontested withdrawal deadline is February 20th.
My Imaginative Title Goes Here

I always indent the first line of a paragraph and remember that first person is only allowed if the professor specifically says so. I also put in my name, then my professor’s name and the class, then the date. It should be close to the due date. Notice that the title of my awesome paper is imaginative and that each word in the title is capitalized. My professor loves a great title- it makes her want to read more. However, the title isn’t ever in bold, italics or underlined. It’s just what it is.

Another thing that I do is make sure that the pages are numbered in the upper right corner of the page, with my last name before that. I only ever use twelve point font and Times New Roman type, along with double spacing to allow my teacher to easily read what I’m writing. My margins are all set to one inch. All of these things are in MLA format. MLA stands for Modern Language Association, and it’s what English teachers and students use as the most convenient format for essays.

If I were a great student, I’d download this particular document from the blackboard site where she keeps it just for me. It is set up correctly, and all I have to do is copy and paste my information into it. In this way, I can easily get the format points on the essay. Now that’s good thinking!