Syllabus

Instructor: Matt Martinson
Email: MMartins@cwu.edu
Office: L&L 416F

Course Time: MWF 9:00-9:50
Classroom: L&L 223
Office Hours: MWF 10:00-10:50 or by appt

"Easy reading is...hard writing.  -Nathaniel Hawthorne"

Course Description
This course will help you to develop the skills necessary for academic writing. Through assignments involving critical reading, response, and research, you will generate complex questions, explore multiple perspectives, and write summaries and responses. You will also learn how to craft prose that meets the expectations of an academic audience. The culminating assignment for the course is a synthesis paper in which you will respond to an issue that is of interest to you and others in your class.

The University Writing Program 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;
• Crafting prose that conforms to the expectations of an academic audience.
**Required Course Texts**

Glenn, Cheryl and Lori Gray. *Harbrace Essentials*.


**Classroom Policies**

- More than ten percent of your grade is based on your preparation and participation.
  - To receive full credit, you must arrive on time, participate in class, bring your books, and have all your homework completed by the time class starts.
  - On peer review days, students MUST have a complete rough draft of their essays. If not, they are absent that day and receive no peer review points.
  - You are expected to attend every class, so you can expect your course grade to start dropping after three absences, whether excused or not. For each absence beyond the third, your grade will be dropped one step. For example, if you have been absent four times and have a B average, you will be assigned a B-. **If you miss more than six classes, you will receive a failing grade for the course.** Two tardy days (or leaving early) equals one absence.

- When you do miss class, remember to talk with a classmate about that day’s lesson. You will be held responsible for completing any work assigned while you are absent. Write down the name and phone number of one classmate you can contact if you miss class:

- **No late work**, unless arrangements were made in advance, is accepted. Similarly, there are no revisions for a better grade in this course. Start your essays early and take advantage of instructor office hours, peer review times, and the Writing Center to assure you essays are strong.

- A blatant case of plagiarism will result in a failing grade for the paper and may result in a failing grade for the class. Furthermore, such a violation of the Student Code of Conduct may be reported to Student Affairs.

- Students whose conduct is disruptive or disorderly (e.g., talking out of turn, using offensive language, or using electronic devices in class) will be counted as absent for the class hour (see the absence policy above) and possibly asked to leave.

**ADA Statement**

If you have a disability and wish to set up academic adjustments in this class, please talk with me as soon as possible so we can discuss how to implement the approved adjustments. Also, contact Loralyn Allen, the disabled students liaison, at 509.793.2027. It is your responsibility to contact me, so please do so immediately so that you can be successful in the course.
Grading
Your final grade is calculated according to the number of points you earn. Besides what is listed below, other assignments may be given during the quarter.

- Participation, homework 150
- Citation and documentation Quiz 50
- Summary Essay 100
- Summary-Response Essay 150
- Annotated Bibliography 50
- Research Essay 250
- Peer Reviews 50

Total 850 points

Tentative Course Schedule

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<tr>
<th>Week 1</th>
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| W Jan 7 | Introductions, how to use Canvas  
Homework:  
*Buy your text books  
*Read pages 293-304 of Harbrace.  
*Bring your Harbrace book to Thursday’s class session |
| F Jan 9 | Quoting and Paraphrasing  
Homework:  
*Skim pages 304-36 of Harbrace  
*Read the introduction to Curious (1-22)  
*Respond to the reading prompt on Canvas |

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<th>Week 2</th>
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| M Jan 12 | 1. Discuss Curious reading  
2. Quoting and Paraphrasing review  
3. Citation and Documentation  
Homework:  
*Study for the practice quizzes  
*Read chapter one of Curious (25-44).  
*Respond to the reading prompt on Canvas. |
| W Jan 14 | 1. Book discussion  
2. Quiz practice  
Homework:  
*Study for the MLA quiz  
*Take the MLA practice quizzes linked on Canvas |
**F Jan 16**  
**MLA QUIZ**  
Homework:  
* Read “The Sad, Beautiful Fact that We’re Going to Miss Almost Everything” and “This is Water” (both linked on Canvas).  
* Respond to the reading prompts on Canvas

### Week 3

**M Jan 19**  
**NO CLASS**

**W Jan 21**  
1. Discuss both articles  
2. Summarizing Sources, Pt. I

Homework:  
* Start working on your summary essay.  
* Read chapter two of *Curious* (45-60).  
* Respond to the reading prompt on Canvas.

**F Jan 23**  
1. Book discussion  
2. Summarizing Sources, Pt. II

Homework:  
* Finish your summary essay.  
* Read chapter three of *Curious* (61-95)  
* Respond to the reading prompt on Canvas.

### Week 4

**M Jan 26**  
1. Reading discussion  
2. Editing and Style  
3. Summarizing Sources, Pt. III

Homework:  
* Revise and finalize your summary essay  
* Read chapter four of *Curious* (99-124)  
* Respond to the reading prompt on Canvas.

**W Jan 28**  
**NO CLASS**

**F Jan 30**  
1. Reading discussion  
2. Peer Review

Homework:  
* Finalize your summary essay  
* Print and read “Ambivalence is Awesome” and “The Uses of Difficulty” (both by Ian Leslie and linked on Canvas)
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<th>Week 5</th>
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<tr>
<td><strong>M Feb 2</strong></td>
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<tr>
<td><strong>DUE: SUMMARY ESSAY</strong></td>
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<tr>
<td>1. Discuss the readings</td>
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<td>2. Responding to sources, Pt. I</td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>*Start drafting a summary of one of Leslie’s articles. Find at least</td>
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<td>one thing you agree with, disagree with, and would like to expand</td>
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<td>upon from the essay (three total).</td>
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<tr>
<td><strong>W Feb 4</strong></td>
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<tr>
<td><strong>Responding to sources, Pt. II</strong></td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>*Finish your summary and start writing your response.</td>
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<tr>
<td>*Read chapters five and six of <em>Curious</em> (125-56)</td>
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<tr>
<td>*Respond to the reading prompt on Canvas</td>
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<td><strong>F Feb 6</strong></td>
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<tr>
<td><strong>Reading discussion</strong></td>
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<tr>
<td><strong>Essay group work</strong></td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>*Finish summary-response essay</td>
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<tr>
<td>Read chapter seven of <em>Curious</em> (157-93)</td>
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<td>*Read pages 255-57, 331-36, and 272-76 in <em>Harbrace</em></td>
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<td>*BRING YOUR <em>HARBRACE BOOK ON MONDAY</em></td>
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<th>Week 6</th>
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<td><strong>M Feb 9</strong></td>
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<td><strong>Style and Editing Day</strong></td>
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<td><strong>Homework:</strong></td>
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<tr>
<td>*Revise and complete summary-response essay</td>
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<td>*Read pages 197-215 of <em>Curious</em></td>
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<td>*Respond to the writing prompt on Canvas</td>
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<td>*Revise your summary-response essay</td>
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<td><strong>W Feb 11</strong></td>
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<tr>
<td><strong>Reading discussion</strong></td>
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<tr>
<td><strong>Peer Review Day</strong></td>
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<tr>
<td><strong>Homework:</strong></td>
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<tr>
<td>*Revise and finish your essay</td>
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<tr>
<td>*Read pages 216-35 of <em>Curious</em></td>
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<tr>
<td>*Respond to the writing prompt on Canvas</td>
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<td>Date</td>
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| F Feb 13   | **DUE: SUMMARY-RESPONSE ESSAY**  
1. Reading discussion  
2. Curiosity workshop  
**Homework:**  
*Finish Curious  
*Respond to the writing prompt on Canvas |
| Week 7     |                                                                                     |
| M Feb 16   | **NO CLASS**                                                                       |
| W Feb 18   | 1. Generating a questions at issue  
2. Conducting research, using sources.  
**Homework:**  
*Finalize a question at issue. Come up with back-up questions and topics.  
Generate at least ten search words to go with your question based on our class sources. |
| F Feb 20   | **LIBRARY DAY**                                                                    |
|            | **Homework:**  
*Find, print, and read at least four relevant articles for your essay from the library databases.  
*Start summarizing each article  
*Bring your Harbrace book to the next class session |
| Week 8     |                                                                                     |
| M Feb 23   | Creating an annotated bibliography  
**Homework:**  
*Continue reading and summarizing your articles  
*Start composing your annotated bibliography  
*Bring your Harbrace book to the next class session |
| W Feb 25   | Annotated bibliographies (cont’d)  
MLA review  
**Homework:**  
* Continue working on your annotated bibliography |
| F Feb 27   | Writing a Synthesis Essay: compiling notes, summarizing and responding within an essay  
**Homework:**  
*Finish your annotated bibliography rough draft |
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<th><strong>Week 9</strong></th>
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| **M Mar 2** | Annotated bibliography peer review  
Writing a Synthesis Essay: introducing a question-driven essay  
Homework:  
  * Draft an introduction to your essay, and bring it on Wednesday  
  * Continue working on your annotated bibliography |
| **W Mar 4** | **DUE: ANNOTATED BIBLIOGRAPHY**  
Essay introduction check in  
Writing a Synthesis Essay: the body of the essay  
Homework:  
  * Revise your introduction  
  * Start mapping out your synthesis essay. Bring your ideas to class for discussion. |
| **F Mar 6** | Synthesis map groups  
Homework:  
  * Write at least the first two pages of your essay  
  * Start writing your essay  
  * Read (and review) pages 258-76 in *Harbrace* |

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<th><strong>Week 10</strong>—bring your <em>Harbrace</em> book to every class this week</th>
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| **M Mar 9** | Editing practice: Clauses, phrases, comma splices, fused sentences  
Peer review: following assignment guidelines  
Homework:  
  * Finish and print your essay |
| **W Mar 11** | Editing review (pages 258-76 in *Harbrace*)  
Peer review: revising for style and grammatical structures  
Homework:  
  * Revise your synthesis essay and bring a clean copy for Friday. |
| **F Mar 13** | Last chance peer review: clear summaries, thoughtful responses, purposeful writing, and following MLA conventions  
Homework:  
  * Revise your synthesis essay |

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<td><strong>Finals Week Mar 16-19</strong></td>
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